

1. Term 1

1. Word games
2. Reading and comprehension
3. Writing and reasoning
4. Punctuation, gender, vocabulary
5. Spelling
6. Vocabulary
7. reading
8. Comprehension and spelling
9. Listening skills and tongue twisters
10. Interviewing
11. Nouns
12. Nouns in general
13. Singular and plural
14. Term 2

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2. word power
3. Spelling and the dictionary
4. Hobbies and interests
5. Newspapers and a play
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1. Describing words: Adjectives
2. Describing words: adjectives and adverbs
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1. Comprehension
2. Reading
3. Communication
4. Taboo language and language
5. Taboo language and language

Word games

ENGLISH HOME LANGUAGE

Grade 5

JEEPERS CREEPERS

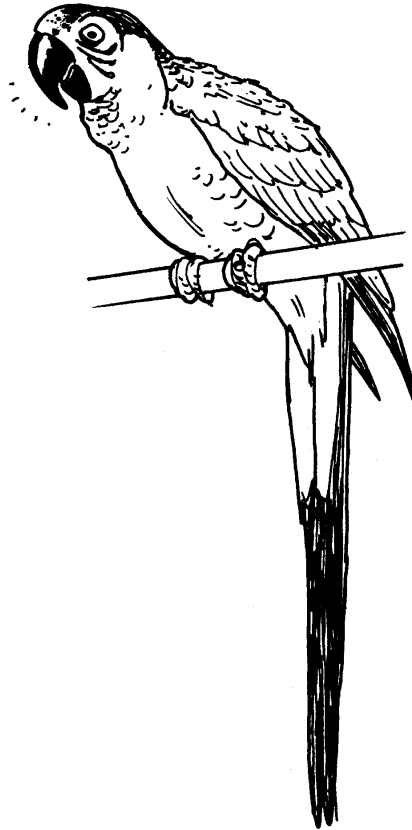
Module 1

WORD GAMES

1. Listening skills

Listen carefully to the following passage while your educator is reading it to you.

Can you fill in the blank spaces?



POLLY WANTS A DICTIONARY

World's most talkative parrot understands too!

We all say it when we've had enough – and Alex, an African Grey parrot, is no exception. When he feels

his mistress is trying to stuff too many facts into his head he wastes no time telling her exactly how he feels.

“I’m leaving now,” he declares, and if she dares tell him he’s being ____ he makes his impatience felt with a squawked, “I want to go”, then turns his ____ away to show his disdain.

____ doesn’t just learn things parrot-fashion, says Dr Irene Pepperberg, the University of Arizona academic who’s been ____ him for 18 years. “He doesn’t just copy people, he ____ what you say and what he says.”

When Dr Pepperberg gives Alex a piece of ____ and asks what it is, he moves it around in his curved beak a few times and says: “Wood”. If she’s holding two plastic keys, one smaller blue one and a ____ green one and she asks him: “What’s the difference, Alex?” he’ll immediately answer: “_____” “Which one’s bigger?” she’ll ask. “Green,” he’ll reply.

Alex can identify 50 _____, among them cork – his favourite – water, wheat, wool, a ball, a toy car and a toy telephone which he calls “beeper.” Dr Pepperberg says he can ask for toys and clothes, recognize size and _____ and even count to six.

If he wants to call someone he’ll squawk, “Come here” or “Come back.” He’s very curious and his _____ questions are “What’s that?” and “What

colour?"

But spending time and money on Alex isn't just some bird-brained idea. The techniques used to teach him are already helping autistic and mentally handicapped children to learn.

Adapted slightly from: YOU magazine, 22 June 1995

[LO 1.5]

2. Insects in tune

CHALLENGE!

Select an easy tune, preferably that of a nursery rhyme or folk song.

See how many insect names you can fit into the melody.

Sing it to the rest of your class.

Get them to LISTEN and count as you sing.

Which group has managed to fit the most creepies into the song?

FOR YOU TO DO:

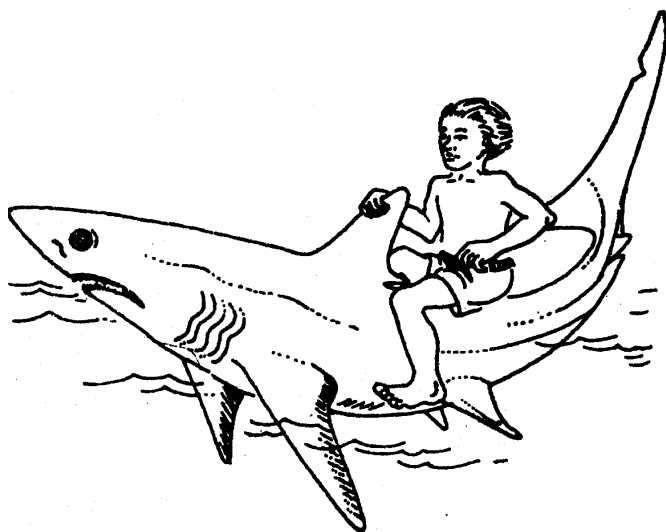
[illegible]

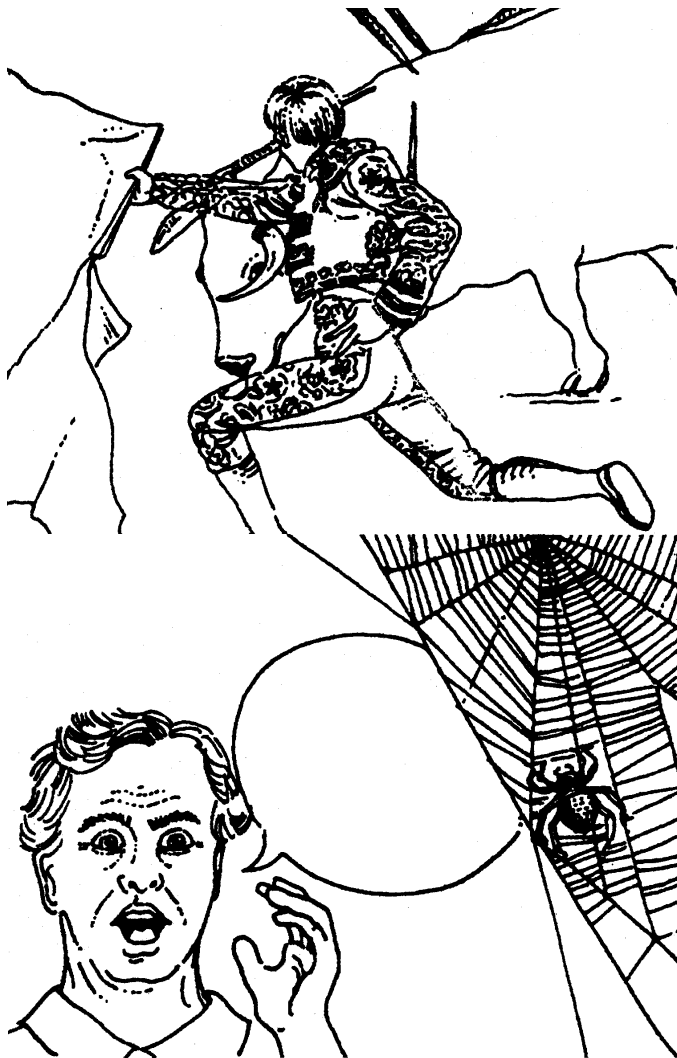
	Group 1	Group 2	Group 3	Group 4	Group 5
Count the number of creepies mentioned in each song					
Tick the group who had the best song and presentation					

(not to be assessed)

[LO 1.1]

3. Group discussion





Study the cartoon strip and discuss the questions in your groups:

1. Give the main character a name:
- 2.

Figure 2 to 4:

- What is happening in the cartoon strip?

1. 1. How would you describe this man?
2. Why is it particularly brave to do what he is doing?

2. Look at the fifth figure:

1. How is the man reacting to the spider?
2. What is he saying? Write in the speech bubble.
3. Do you think it is silly to fear spiders? Give reasons.
4. What is the artist trying to tell us with this cartoon?

3. How do you react to spiders and other creepy crawlies?

[LO 2.1.6; 2.2.1; 3.1.5; 3.2.1]

1. Revolutionary new product!

In your area insects and bugs have become resistant to insecticides and have begun multiplying at an alarming rate.

You and your team of designers have come up with a solution:

together you have designed a contraption that

scares or repels these creatures.

Draw your design on a sheet of newsprint.

Discuss how it works and of what it is made.

Put it on display for all to see and tell the rest of the class all about your invention.

Once you have completed the task, evaluate your input and that of your group by completing the rubric.

I enjoyed this task!	Why?		
I did not enjoy this task.	Why?		
Everybody in the group co-operated very well.	Yes	No	Most of the time
Problems were solved amicably.			
Everybody contributed	Yes	No	Most of the time

A very creative design. Group members used initiative.

No

Most of the
time

1. Murderous Mosquitoes

(a) Decide why you should receive the antidote. You may “adopt” a personality from the present, the past or the future. Pretend to be that person. You may use one prop only.

(b) You are going to have to persuade the rest of the group that you need the antidote more than they do. Jot down a few key words.

[illegible]

Categories	1	2	3	4	5
Voice	Mumbles, forgets words, too soft.	Is occasional heard, monotone.	Loud although, but sometimes fades or too fast or slow.	Speaks clearly at an appropriate pace.	Clear voice. Confident and variety of pace.
Contact with audience	Looks down, fumbles with papers etc. Unprepared	Mostly looks down or fumbles. Unprepared mostly.	Mostly looks at audience. Occasionally fumbles. A little drawn upon on emotion.	Eye contact maintained. Prepared or well. Emotions drawn to. Hardly fumbles.	Audience clearly interested. Well prepared. Emotions appealed to. Audience response good.
Reasoning and information	Strays from topic. Speaks about unrelated issues. No reason given.	Few reasons given; sometimes appropriate. Mostly emphasizes inappropriate issues.	Sticks to topic mostly. Info and reasoning relevant.	Good reasoning. Emphasizes appropriate issues.	Well thought out. Information relevant and valid. Has used initiative.

[LO 2.3; 5.1.1]

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.1 enjoys listening to different kinds of oral texts such as stories, myths, choral chants, jokes and riddles, and short plays and responds appropriately;

1.5 listens to different types of informational texts (directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately;

1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions.

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;

2.1.6 expresses and justifies own opinion with reasons;

2.2 uses interaction strategies to communicate effectively in group situations:

2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other's ideas with empathy and respect;

2.3 uses appropriate body language and presentation skills:

2.3.1 shifts eye contact to include as much of the audience as possible;

2.3.2 uses appropriate intonation and facial expressions;

2.3.3 adjusts tempo and volume for emphasis;

2.3.4 pauses at appropriate places and adjusts pace

to needs of audience.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.2 views and comments on various visual and multimedia texts for different purposes (e.g.

advertisements, video/films, television dramas and, where available, computers and CD-ROMs):

3.2.1 discusses message conveyed;

3.7 recognises the different structures, language use, purposes and audiences of different texts:

3.7.1 identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);

3.9 understands and responds appropriately to a range of information texts:

3.9.1 identifies main and supporting ideas, notes specific details and summarises information;

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available);

LO 4

WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.3 paragraph level;

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.1 identifies cause and effect in oral and written texts and explains the relationship;

5.4 uses language to think creatively:

5.4.2 predicts what might happen in an imagined situation.

Memorandum

1. POLLY WANTS A DICTIONARY

We all say it when we've had enough – and Alex, an African Grey parrot, is no exception. When he feels his mistress is trying to stuff too many facts into his head, he wastes no time telling her exactly how he feels.

“I'm leaving now,” he declares, and if she dares tell him he's being **silly**, he makes his impatience felt with a squawked, “I want to go”, then turns his **head** away to show his disdain.

Alex doesn't just learn things parrot-fashion, says Dr Irene Pepperberg, the University of Arizona academic who's been **teaching** him for 18 years. “He doesn't just copy people, he **understands** what you say and what he says.”

When Dr Pepperberg gives Alex a piece of **wood** and asks what it is, he moves it around in his curved beak a few times and says, “Wood”. If she's holding

two plastic keys, one smaller blue one and a **larger** green one and she asks him, “What’s the difference, Alex?” he’ll immediately answer, “Size”. “Which one’s bigger?” she’ll ask. “Green,” he’ll reply.

Alex can identify 50 **objects**, among them cork – his favourite – water, wheat, **plastic**, wool, a ball, a toy car and a toy telephone which he calls “beeper.” Dr Pepperberg says he can ask for toys and clothes, recognize size and **colour** and even count to six.

If he wants to call someone he’ll squawk, “Come here” or “Come back.” He’s very curious and his **favourite** questions are “What’s that?” and “What colour?”

For the teacher: use this opportunity to discuss various grades of dictionaries and the meanings given. Compare dictionary meanings given.

Reading and comprehension

ENGLISH HOME LANGUAGE

Grade 5

JEEPERS CREEPERS

Module 2

READING AND COMPREHENSION

What's on the menu?

Read the following extracts before answering the questions.

Cambodia and Venezuela: Tarantulas

A tourist who was brave enough to eat a tarantula in Cambodia described the spiders as being “greasy but good”. According to him, the legs are crispy, and the big hairy body is a mouthful. Describing the taste, he said: “If day-old deep-fried chicken had no bones, hair instead of feathers and was the size of a newborn sparrow, it might taste like tarantula.” Traditionally they're grilled and served as a snack.

Indonesia: Dragonflies

Indonesia, the world's fourth most populated country, is known for its great beauty. It's also famous for exotic insect dishes, the most popular being dragonfly. Dragonflies hover over rice paddy fields, and enthusiastic hunters chase them with thin poles with nails attached at one end. The aim is to hook the nail through one of the dragonfly's wings. They're then threaded onto thin strips of palm, fried in coconut oil and eaten like sweets. For a more substantial meal they're de-winged, salted and fried in coconut oil with sweet pepper and served with rice.

Irian Jaya: Sago Grubs and Stinkbugs

Irian Jaya is part of Indonesia, but residents share the island with Papua New Guinea. Sago grubs live in rotting sago palm trees. The trees are chopped down and locals reach into the hollow of the trunk to grab handfuls of the grubs, which are immediately roasted. They have a dry outer skin but are fatty on the inside, with a distinct flavour of bacon.

Another favourite in the area is stinkbugs. Children are fond of hunting them for a mid-morning snack and they're considered a special protein treat. Older boys climb the trees where they live while children below softly call "mo, mo, mo, mo". They say this chanting keeps the bugs still. Although they live up to their name and have a very unpleasant smell, the children happily pop them into their mouths.

China: Water Beetles and Scorpions

In southern China most restaurants prepare food in the Cantonese style, using only the freshest ingredients. The shiny black hard-shelled water beetle is a favourite and restaurants can hardly keep up with the demand for this crunchy little treat. The beetles are served marinated in ginger and soy sauce.

First the legs are broken off, then the hard outer skeleton is cracked open and the white insides are

sucked out. They're quite messy to eat but apparently are so delicious it's worth the effort. Their white flesh has the consistency of crayfish. Scorpion, served in a variety of ways, is another Chinese delicacy. They're even eaten live! Live scorpions are put in a bowl of water, then removed and dropped into rice wine for a few minutes. The scorpions stop struggling and go into a coma. The tail stingers and poison sacs are removed and the scorpions are eaten.

Mexico: Grasshoppers and Red Agave Worms

Grasshoppers are plentiful in all regions of Mexico. They're easy to collect and preserve and are eaten all over the country, but are especially popular in the southern state of Oaxaca. They're caught by dragging plastic bags along the ground, trapping them as they jump in. The insects are tossed in lemon, salt and garlic and pan-fried for a snack. One of the most popular dishes is grasshopper tacos, served with lemon, salt and avocados on a corn pancake known as a tortilla. It's said no trip to Mexico is complete without a bottle of tequila, especially the bottles containing a caterpillar. The worms prove the tequila is genuine, because real tequila is produced only from the agave plant, the only place the caterpillars exist. What tourists don't often experience is these red caterpillars served as dinner. Typically, they're fried and served with small corn tortillas, fried beans, grated cheese, sour

cream and avocado.

Thailand: Water bugs

Water bugs are about the size of an average woman's finger. They are caught at night by being lured towards a blue fluorescent light. The bugs have the consistency of biltong and are served with tomato or deep-fried in batter. They're very tough on the outside but the insides are gooey and have a sharp taste.

Do you understand?

1. Use your dictionary to find the proper meanings to these words:
2. tourist:
3. ingredients:
4. treat:
5. delicious:
6. See if you can use these words correctly in sentences of your own. Try your sentences out on your partner!

Underline the correct answer:

- A tarantula is a:

Baby chicken

Hairy spider

Crispy sparrow

- People eat caterpillars in:

Botswana

Mexico

China

(2)

1. Find another word in the passage meaning the same as:
2. container:
3. eating noise

(2)

1. Is the following statement true or false? Give a reason for your answer.

Scorpions are eaten live

(1)

Answer the following questions.

- How are tarantulas prepared?

(1)

- Complete the sentence: Diners in restaurants frequently order the shiny black water beetle because ____ (2)
- Find the words in the passage which describe how the tarantulas taste:

and

(2)

- Where would you go to eat an insect that has the “consistency of crayfish”?

(1)

- Give a word from the passage to describe what the insides of the water beetle looks like.

(1)

- What happens when the scorpions are put into the rice wine?

(2)

- Which of the following three insects would you eat? Give a reason why.

tarantula:

water bug:

grasshopper:

(1)

TOTAL: 15

[LO 3.1.2; 3.1.3; 3.1.5; 3.9.1; 3.1.1]

A, B, C . . . ORDER

Aiding Reading

How would you go about arranging words in alphabetical order, in an organised fashion?

Exercise 1

Arrange the following words in alphabetical order, according to ...

		... the 1 st					... the 2 nd
		letter					letter
hear					steep		
bear					sheep		
tear					sleep		

near					sweep				
rear					suite				

	... the 3 rd						... the 4 th		
	letter						letter		
repaid						senorita			
reopen						sensitive			
rent						senior			
reside						senator			
require						sentimental			

Exercise 2

Arrange the following in alphabetical order:

1. untruth ; untrue ; untuned ; untouched ; untidy
2. zombie ; zip ; zest ; zoom ; zoology ; zone
3. songwriter ; songbird ; songster ; songbook ;
songsmith
4. milestone ; mildew ; mileage ; mild ; mile ;
milepost

[LO 6.1.4]

The wide-mouthed frog

Retold by Linda Rode, published by Tafelberg (*and retold again!*)

Hearing frogs sing their nightly chorus reminds me of long lazy summer evenings on the veranda at home, sipping steaming coffee or ice-cold lemonade and contemplating the day. It reminds me of the stories my dad would tell us as the moon rose higher in the sky and we got sleepier and sleepier – the steady rise and fall of the froggy melody, accompanying us to dreamland.

One of the stories he told was of how Grandpa Wide-mouth once made his wide mouth v-e-r-y, very small!

Once upon a time, a very long time ago a family of wide-mouthed frogs lived next to a little stream on a farm. They were a contented family and very happy where they lived, except for one frog who wanted to go and explore the world. “Quaa.....k,” he croaked chirpily and popped out of the reeds and up to the farm.

Plop! Plop! Plop! In the farmyard he spotted a strange speckled creature, covered in brownish feathers and pecking on the ground.

Their conversation went something like this:

“Who are you?” croaked the frog.

“I’m a hen” cackled the creature.

“Wha..at are you doing?” he croaked, puzzled.

“I’m looking for food,” the hen replied. “I eat worms and mealies”.

“How interesting,” the happy little frog croaked, his curiosity satisfied.

Plop! Plop! Plop! Our froggy friend plopped along until he got to a field. There he saw a huge black and white creature, munching on grass.

Their conversation went something like this:

“Who are you?”

“I’m a cow”.

“And wha..at are you doing?”

“I’m eating. I eat grass and lucerne,” murmured the cow dreamily, while chewing a cud.

“How interesting,” croaked the happy little frog, his curiosity satisfied.

Hop! Hop! Hop! Suddenly he found himself at a huge vlei. There was water everywhere. Just as he was about to jump in and cool down, he spotted two dead-straight reeds in front of his nose. He flung

back his head and looked up. And up. And up.

“Who are you?” he croaked in a strangled voice, as his neck was taking strain.

“I’m a heron,” said the strange thing with white feathers. It had a long neck, beady eyes and a very sharp beak.

“And what are you doing?” squeaked the frog, flipping over onto his back in the water, so that he could see this creature properly.

“Looking for food,” the heron replied.

“Wha..at do you eat?”

“Wide-mouthed frogs,” snapped the heron.

“End whe-do-u-git-him?” squeaked the frog, pursing his lips together tightly.

The heron darted downwards, but the frog leapt between the heron’s legs and jumped away as quickly as he could. Plop! Plop! Plop! He hopped back to the stream.

All his wide-mouthed froggy friends were very eager to hear of his travels and he told them all about the sharp-beaked heron who ate wide-mouthed frogs. The frogs were tickled pink to hear ho*w he had escaped and hopped around excitedly, pursing their

lips tightly and squeaking, “End-whe-do-u-git-him? End-whe-do-u-git-him?”

So that one day when they are faced with a hungry heron, they will know what to do!

Make sure that you know the story well.

Turn to your partner and retell the story.

Listen to your partner retell the story to you.

Which one of you was most accurate in retelling the tale?

Did you enjoy the story? Why?

Find another story / fable / folk tale about an insect or animal. Read it and tell your partner the story. Listen to your partner tell you about the story he/she has read.

[LO 3.1.1]

It takes practice to read fluently.

When you were very small and just learning to ride your bike, it took time and **lots of practice** before you could ride with confidence.

Reading is no different. You will need to **practise** your piece over and over again, making sure you

know how to pronounce challenging words and even know their meanings, before you can read confidently and fluently.

TASK:

Prepare a piece of reading of your own choiceto read to the class and to your teacher.

[LO 3.1.8]

ASSESSMENT CRITERIA FOR READING

Peer assessment:

Categories	1	2	3	4
Voice	Mumbles. Is Monotone.	Is occasionally heard, but monotone.	Loud enough, but sometimes fades or too fast or slow, reads jerkily.	Reads clearly to an appropriate pace.
Contact with	Looks down, no	Mostly looks	Mostly looks at	Eye contact

audience	eye contact. Unprepared	down. Unprepared	audience. Unprepared	maintained. Prepared well. Emotions drawn upon. Hardly fumbles.
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Assessment by teacher:

Categories	1	2	3	4
Voice	Mumbles. Monotone.	Is occasionally heard, monotone.	Loud enough, but sometimes fades or too fast or slow, reads jerkily.	Reads clearly to an appropriate pace.
Contact with audience	Looks down, no eye contact. Unprepared	Mostly looks down. Unprepared	Mostly looks at audience.	Eye contact maintained. Prepared well.

Emotions
drawn
upon.
Hardly
fumbles.

LEARN TO ENJOY

Some people believe that poems need to be learnt or that you have to read them seriously – but poems can be fun, too!

Do you still remember this nursery rhyme?

Can you sing it?

Three blind mice

Three blind mice, three blind mice,

See how they run, see how they run!

They all run after the farmer's wife,

Who cut off their tails with the carving knife,

Did you ever see such a thing in your life,

As three blind mice?

(taken from *My Best Book or Nursery Rhymes*, Brown Watson, 1988)

How many other poems about creepy creatures can you find? Bring them along to class so that we can enjoy them together.

Write them out neatly and hang them on the wall (with or without illustrations).

[LO 3.1.1; 3.1.8]

Assessment

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the

purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.2 views and comments on various visual and multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs):

3.2.1 discusses message conveyed;

3.7 recognises the different structures, language use, purposes and audiences of different texts:

3.7.1 identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);

3.9 understands and responds appropriately to a range of information texts:

3.9.1 identifies main and supporting ideas, notes specific details and summarises information;

3.11 selects relevant reading material and applies

research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available);

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes/extensions to form words;

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

Memorandum

Do you understand?

For the teacher: use this opportunity to discuss various grades of dictionaries and the meanings given. Compare dictionary meanings given.

nr. 4

(a) container: **bowl**

(b) eating noisily: **slurping**

nr. 5

True. While alive they are put into a bowl of water, then into rice wine, before their stingers, etc. are removed. They are then eaten.

nr. 6

(a) **Tarantulas are grilled.**

(b) **they are delicious / they taste like crayfish.**

(c) **greasy; crispy; good**

(d) **. . . southern Chinese restaurant . . .**

(e) **The word is “white”.**

(f) They stop struggling and go into a coma.

- OPEN MEMO

Writing and reasoning

ENGLISH HOME LANGUAGE

Grade 5

JEEPERS CREEPERS

Module 3

WRITING AND REASONING

Let's write our own cinquain!

A cinquain is a poem consisting of five lines. Each line follows a special rule. Take a look at the example.

L 1:	title / name	(1 word)
L 2:	describe it	(2 words)
L 3:	how it moves	(3 words)
L 4:	your thoughts / feelings about it	(4 words)
L 5:	re-interpret the title	(1 word)
	Spider	
	Hairy, scary,	
	Scuttling,	
	climbing, hiding	
	Get out of here!	
	SQUASH!	

Try this one:

Line 1: Snake

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

And this one:

Line 1: Bee

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

**Now choose your own topic and write a
cinquain of your own.**

I enjoyed this task!	Why?		
I did not enjoy this task.	Why?		

CHECKLIST: only tick the appropriate blocks

--	--	--	--	--	--	--

Poem has 5 lines	Line 1 is the title	Line 2 describes the title	Line 3 describes how it moves
Line 4 are thoughts or feelings	Line 5 refers to the title	Lines are written underneath each other	I / you need to try again

[LO 3.7.1; 4.1.1]

Dangerous substances



Baby chokes on snail pellet “sweets”

Grandmother recovering from ingesting ant poison

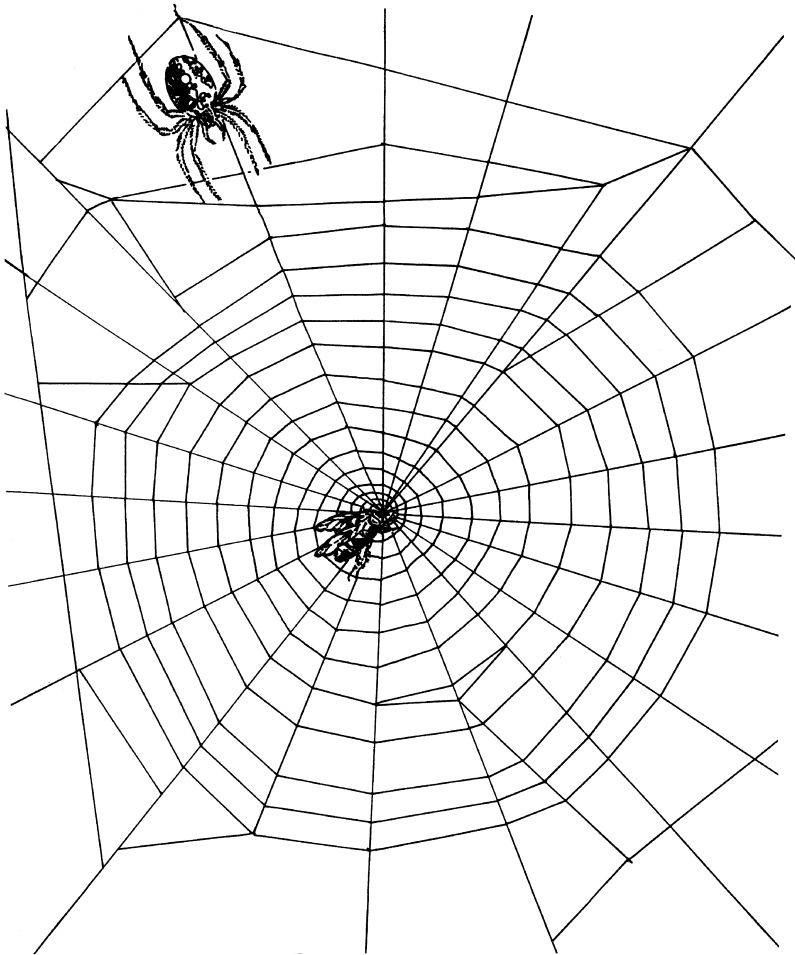
Liquid in cold-drink bottle paralyses teenager

Toddler dies after drinking poison

Tell, in not more than 10 sentences, why you would not store your poisons and pesticides among the sauce bottles in the grocery cupboard.

[LO 4.1.2]

A different website



You are the fly stuck in the middle of this web.
What are your thoughts as the hungry spider slowly
makes his way towards you? Write on the web,

starting on the outer side and moving towards the centre.

[LO 4.1.1; 5.4.2]

Assessment

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to

determine meaning and make inferences;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.2 views and comments on various visual and multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs):

3.2.1 discusses message conveyed;

3.7 recognises the different structures, language use, purposes and audiences of different texts:

3.7.1 identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);

3.9 understands and responds appropriately to a range of information texts:

3.9.1 identifies main and supporting ideas, notes specific details and summarises information;

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available);

LO 4

WRITINGThe learner will be able to write different

kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.3 paragraph level;

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.1 identifies cause and effect in oral and written texts and explains the relationship;

5.4 uses language to think creatively:

5.4.2 predicts what might happen in an imagined situation.

Punctuation, gender, vocabulary

ENGLISH HOME LANGUAGE

Grade 5

JEEPERS CREEPERS

Module 4

PUNCTUATION; GENDER; VOCABULARY

Follow the paws . . .



Gemma and Pasha will be travelling with us this year. We will meet up with them in each unit. Look out for them and their friends!

What is Gemma doing wrong? Why is she not making sense?

That's right !!

We stop at the end of a sentence when we speak. Sometimes while we are speaking, we even pause a while. We use our voices differently when we ask a question or exclaim at something. When we write,

we use full stops, commas, question marks and exclamation marks – and this makes **what** we say, easier to understand.

Let's start with the capital letters

Briefly jot down where we would use capital letters.

Circle all the places in the following paragraph where capital letters have not been used:

i know a story of how xuas, the hare, lost his tail the african veld was very dry that year and one friday in february king lion asked mr baboon to guard the water supply.

Let's quickly make notes so that we do not forget what we have discovered.

We use **capital letters** for the following:

- **specific names** of people and places, of towns and countries, of buildings, of books – in fact, anything that is a proper noun (do you still remember what you learnt about proper nouns last year?). Write down a few examples and do the same for each of the following:
- names of the days of the week, months of the year and festivals
- the **first word** of a new sentence:
- the word “**i**”
- Can you think of three more examples? Write them down.

STOP! CHECK! REWRITE CORRECTLY!

1. xuas tied mr baboon up and drank water from the dam.
2. sir warthog, jack jackal and leo leopard refused to guard the dam on monday and tuesday.
3. i read this story to thandi, susie and calvin.
4. peter promised to buy the book in cape town after christmas.

Now I know where to use capital letters! [LO 4.4.3; 6.2.6]

Punctuation

What are the following punctuation marks called and how are they used?

1. λ A full stop is used ____ . Complete and give an example.
2. ? A question mark is used ____ . Example (write your own sentence):
3. ! An ____ mark is used to show ____ . Example: (own sentence)

STOP! CHECK! REWRITE CORRECTLY!

- mr tortoise said he would save the water for the animals

- no
- did the leopard and jackal offer to help
- may i have some more water
- let me go
- xuas hopped onto mr tortoise's back and sat down
- **Commas** are used:
 - to separate the items in a list, e.g. ____

to separate the rest of the sentence from the person being spoken to, e.g. (Thank you, Thabo.) Write down your own example.

- to stress specific words in the beginning of a sentence, e.g. (Yes, I will go home now.) Write down your own example.
- to separate the two parts of a sentence when a person or thing is described or named in two ways, e.g. Gemma, the naughty puppy, chewed up my slippers. (Can you give your own example?)

STOP! CHECK! REWRITE CORRECTLY IN YOUR BOOK OR ON A SHEET OF PAPER

(The asterisks serve as clues to help you.)

1. *bees love roses * pansies * poppies and dahlias *
2. *maja * the bee * is sunning herself on a petal *

3. *no * leave the insect alone *
4. *yes * *I don't mind spiders at all *
5. *peter * my friend * is frightened of spiders *
6. *mark * are you also scared *

And how about these?

1. i'll beat you with my tail
2. xuas slapped smacked beat and hammered mr tortoise on his back
3. mr leopard come and see what is happening at the dam
4. no leave mr baboon alone
5. are you also sly mr tortoise
6. tortoise lion leopard and jackal laughed to see the hare's short tail
7. xuas the clever hare had outwitted them again

[LO 4.4.3; 6.2.6]

Write out the following passage, using capital letters, full stops, commas, question marks and exclamation marks where necessary:

1. is he snoring
2. do tourists eat spiders in cambodia
3. i enjoy my insect snacks fried grilled or baked in a sauce
4. no take that scorpion away
5. grant my best friend ate a dung beetle in nigeria at easter
6. dragonflies beetles scorpions spiders and grubs

are dipped in cadbury's chocolate and enjoyed worldwide

7. have you tried scorpion soup before
8. siswe a chef from botswana specializes in slug stirfries
9. what do mopani worms taste like thabo

What was Gemma saying at the beginning of this section? Rewrite her words, using the correct punctuation so that she makes sense.

[LO 4.4.3]

Can you think of any other male and female words, relating to animals?

List them opposite each other in two columns.

Now use the list provided below in order to complete the following sentences:

1. A __ is a man who has never been married.
2. My brother's daughter is my __ .
3. When my grandfather passed away, my granny became a __ .
4. We milk the __ every morning before breakfast, while the

__ grazes nearby in the field.

1. My mother gave birth to a baby girl last week: __ is my new __ .

2. The sow and the ___ are eating slops out of the trough.
3. I have two children ; a son and a ___ .
4. Many talented actors and ___ act in *Isindingo*.
5. The policewoman saved the life of the child and is now a ___ .
6. A man who betrays his country is known as a ___ .
7. The woman who sewed my dress is a very fine ___ .
8. I am bridesmaid to my sister, while Peter is the ___ to the groom at the wedding.

[LO 4.4.1; 6.1.4; 6.2.3]

actress	actor	wife	husband
aunt	uncle	female	male
bridesmaid	best man	girl	boy
countess	count	heroine	hero
daughter	son	hers	his
goddess	god	hostess	host
grandmother	–	instructress	– instructor
grandfather			
granny	grandpa	lady	lord
heiress	heir	landlady	landlord
mayoress	mayer	seamstress	tailor
mother	father	she	he

niece – nephew	spinster – bachelor
policewoman – policeman	stewardess – steward
princess – prince	traitress – traitor
queen – king	waitress – waiter
sister – brother	widow – widower
wife – husband	witch – wizard

Spelling and vocabulary (1)

This unit is all about “creepy-crawly creatures” and so far, in this unit, we have come across spiders, caterpillars and ants.

Quickly jot down any words that come into your mind when you think about the topic.

(If you cannot remember, scan the words each entitled in “**Bugs Galore!**”

[LO 6.1.4]

Select one of the words and quickly check the spelling in the dictionary.

1. Write it on the board. Make sure that it is not on the board already.
2. Now, as a class, eliminate the words that are too easy or too difficult. Leave at least 20 words on the board.

3. Write down 10 words. Are you sure that you understand all these words?

[LO 6.1.3]

Spelling and vocabulary (2)

How many words ending in **ear** and **ant** can you find? Write them down.

[LO 6.1.1]

Assessment

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.3 paragraph level;

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes/extensions to form words;

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words

correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

Memorandum

3. PUNCTUATION

- at the end of a sentence.
- at the end of a question.
- An **exclamationmark** is used to show **emotion, shock, anger, excitement.**

(d) I ate bread, cheese, an apple and an orange.

Spelling

ENGLISH HOME LANGUAGE

Grade 5

CREEPY CRAWLIES

module 5

SPELLING

1.Spelling can be fun!

Game 1: Word chains

1. You can play this game in groups.
2. One person begins by writing down a word.
The next person must begin the next word with the last letter of the previous word, e.g.

Chewagoneverainbowestearacevilabel

1. Can you circle your classroom with a word chain?

Game 2: Growing words

Begin with a one letter word, such as i, a or o. Make the word grow, by adding one letter at a time. Each time you must make a new word, e.g.

a	o	
an	do	
ant	nod	
pant	node	
paint	nodes	
paints		

Challenge your friends to see how long a list they can make.

Game 3: Word-loop

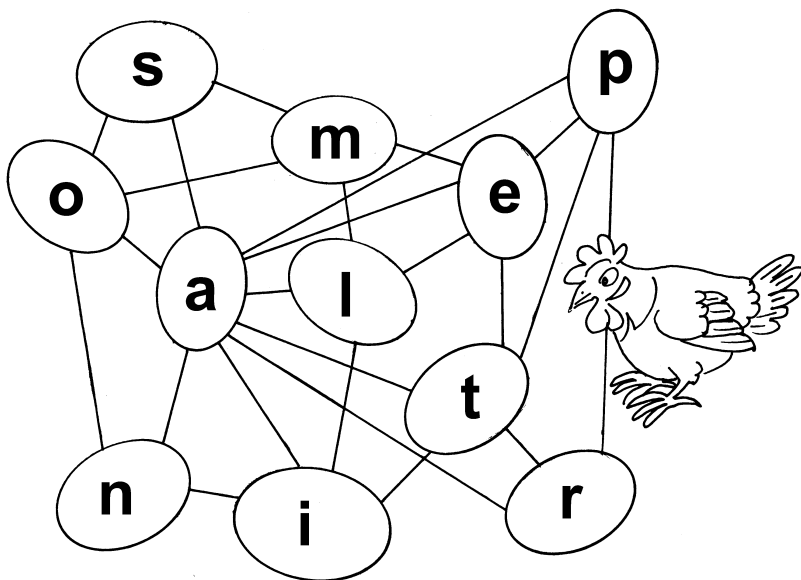
1. Decipher this word-loop. Read clockwise.
2. All letters are to be used. Do not use words more than once.
3. Sometimes small words may be found within bigger ones.

Game 4: Time Trials

1. The challenge is: How many 1 / 2 / 3 / 4 syllable words, beginning with ..., can you write down in 60 seconds:
2. No dictionaries may be used. Break up into smaller groups to check each other's words.
3. Keep score, giving values to the words according to syllables / length.

Game 5: Scrambled Eggs

Just as all things are connected in this world, letters can be connected in so many different ways. Below are a bunch of eggs with a letter on each one. See how many words you can scramble up; but no jumping over the eggs!



HOW TO LEARN A SPELLING WORD!!

'CH'	'NCH'	'TCH'
'ch' follows a long vowel	'nch' follows a short vowel	'tch' follows a short vowel
church	pinch	thatch
church	pinch	thatch
	inch	hatchet
		watch

You must add to the list!

[LO 6.1.4]

SHAKE THE WHIP!!

Try these!

Remember to study the word.

Cover it up!

Try to spell it!

Write it.

Check your word!

These words are missing their first letters – solve the mystery!

_adow	_ink	_ief
_irsty	_iver	_oulder
_ich	_ip (ouch!)	_elf
_under	_isper	_ere
_eel	_out	_ought

Challenge!! How many of these words can you fit into a nonsense sentence?

Fill in the missing words to complete the rhymes:

To reach the coffee on the __stand on tiptoe and stretch yourself!

I'm so __ I need a drink. Water tastes awful, so I __!

Little Bo Beep has lost her sheep – __ would they be fast asleep?

__ and lightning makes me quiver. I get so scared I start to __ .

Assessment

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes/extensions to form words;

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6.1.4 uses phonics and spelling rules to spell words

correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

Vocabulary

ENGLISH HOME LANGUAGE

Grade 5

FABULOUS

Module 6

VOCABULARY

1. Do you know what the following are used for?
Write down your answers on a sheet of paper
or in your workbook. Reply in writing, as

above.

- (a) face-cloth
- (b) face-cream
- (c) face-powder
- (d) face-pack
- (e) face-lift

2. What does it mean to...

- (a) save face?
- (b) be **face to face** with someone?
- (c) put on a **brave face**?

[LO 3.6]

Fight! Fight!(Adapted)

1. These paragraphs are not in the correct order.
2. Cut them out and paste them down on a folio page in a logical order.
3. Work with a partner and compare your order with that of another group.

A. "You again, Wood?" the teacher shouted, enraged. "I've just about had enough of you today. Get to the Headmaster immediately!"

B. Rihaan was bent double, coughing and spluttering.

C. "Please, sir, he started it, sir", he said, pointing at Rihaan. "He just came up and hit me for nothing."

D. "Stop it!" thundered a voice in Brad's ear. Mr. Singh had hurried late from the staffroom to do his playground duty.

E. A punch to Rihaan's mouth signalled the beginning of the end of it. One of Brad's punches was blocked by Rihaan. He aimed a blow at the top of Brad's head. The first glanced off his forearm and almost the full force of the punch went on to sink into Rihaan's throat, full on his Adam's apple.

F. Brad stared at him with angry eyes.

G. He turned to Brad whose name he could not remember. "And you, boy. Get up there and tell the Headmaster why I sent you. For fighting," he reminded them unnecessarily. "Go on!"

H. No fighter can go on without wind, and nothing stops breathing quicker than a chop to the throat. Within two seconds, Rihaan was reduced to an open target. Brad took a step back, pulled back his right

arm, and took aim at Rihaan's nose. There was a sudden silence from the crowd. This was the climax. Everyone was waiting.

I. Rihaan, his eyes red and bulging, managed to draw a couple of shaky, sobbing breaths.

You will realise that many answers sound correct and make sense, even though they differ from group to group!

[LO 2.1.6; 3.1.3; 5.3.5]

LET'S TALK ... ABOUT PUNISHMENT

What types of punishment are you given at home and at school?

What types of punishment are the most effective?

What punishment would you give for ...

...fighting,	stealing?	...	...
...		vandalism?	disobedience?
...smoking?	...swearing?	...cheating?	...lying?

[LO 1.6; 1.7; 2.1.5; 2.1.6; 2.2.1; 2.4.3]

Let's talk about . . . handling CONFLICT

- OK – so instead of beating each other up, they could have solved the problem by . . .
- So what did you do instead? I mean, Rhiaan and Brad are obviously very angry with each other!
- What could have been so bad to have caused Rihaan and Brad to get violent?
- Yes, but one doesn't have to fight like that. Hitting and punching doesn't make you a hero.
- I don't like fighting. I think it is . . .
- Hmm, and what do you prove by fighting? You end up . . .
- How could I, as an onlooker, have helped to diffuse the situation?

Separate into groups and discuss the statements and queries.

Jot your answers down on a sheet of newsprint.

After the allotted time, present your findings to your peers.

[LO 2.1.6; 2.2.2; 2.2.4]

FAMILIES . . . (adapted from an unknown source)

Discuss: The following words should not be new or strange to you.

Parents: mother, father, mom, dad, husband, wife, single parent

Siblings: brother, sister, step-brother, step-sister, twins, triplets, quads

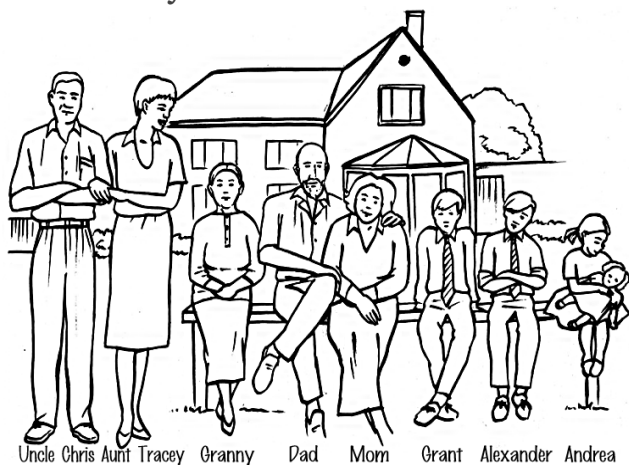
Your guardian: godmother, godfather

Relatives: uncle, aunt, nieces, nephews, cousin/s

Extended family: step-mother, step-father, step-brother, step-sister

Grandparents: granny, grandpa, grandmother, grandfather

1. Andrea's family



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STATEMENTS AND ANSWERS

(a) Granny is sitting next to _.

(b) Grant has a little sister called _.

(c) _ and _ are twins.

(d) Chris and Tracey are _ and _.

(e) Andrea has two sisters and a brother.

(f) Grant is Alexander's twin brother.

(g) Chris is Andrea's uncle.

(h) Chris is married to Andrea's mom.

(i) Tracey is Andrea's aunt.

(j) Grant and

T

F

T

F

T

F

T

F

T

F

T

F

Alexander are the same age.						
-----------------------------------	--	--	--	--	--	--

2. Complete the following text:

Andrea's **(a)** is called Tracey. Her **(b)** are called Alexander and Grant. Their father has a **(c)** called Tracey. Tracey's **(d)** is called Chris. The oldest person in the photograph is their **(e)**.

Answers:

1. _____
2. _____
3. _____
4. _____
5. _____

3. Look at the photograph of Andrea's neighbours. Describe them to your partner. Use words from the grid at the top of the previous page and give the family members names.



[LO 5.2.1; 5.3.5]

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.2 identifies the main message and themes in oral texts and relates them to everyday life;

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;

1.5 listens to different types of information texts (directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately;

1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;

1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);

2.1.3 shares ideas and offers opinions on less

familiar topics and events, using speculation and hypothesis;

2.1.4 describes events, presents feedback, and gives directions clearly and in an understandable way;

2.1.5 asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions;

2.1.6 expresses and justifies own opinion with reasons

2.2 uses interaction strategies to communicate effectively in group situations:

2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other's ideas with empathy and respect;

2.2.2 gives balanced and constructive feedback;

2.2.3 uses appropriate intonation and facial expressions;

2.2.4 shows sensitivity to the rights and feelings of others during group work.

2.3 uses appropriate body language and presentation skills:

2.3.2 uses appropriate intonation and facial

expressions;

2.3.3 adjusts tempo and volume for emphasis.

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.7 makes story maps or notes key points to track comprehension;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.6 understands the vocabulary and discusses how writers have used language to achieve effects (similes, rhythm, onomatopoeia);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available);

LO 4

WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful,

imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.2 develops and organises ideas through a writing process:

4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.3 paragraph level;

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language to investigate and explore:

5.2.1 formulates relevant questions to guide search for information;

5.2.2 uses interviews to gather information;

5.2.3 can rephrase questions to get more relevant information;

5.3 processes information:

5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

Memorandum

Wordsearch

Approximately 124 words are hidden in this wordsearch. It will be quite fun to elicit the answers from the groups and list them on the board.

Fight Fight!

Once again, there is more than one correct sequence to this order of these paragraphs. By discussion and listening to the groups and their reasoning, you will be able to show the learners the different sequences.

To make it easier for yourself as educator, copy the strips onto larger sheets of paper and put them up on the board, so that it ends up as a visual exercise and discussion. Ensure they learners understand why certain sequences do not work.

Families

1.

(a) Dad

(b) Andrea

(c) Alexander and Grant

(d) husband and wife

(e) F

(f) T

(g) T

(h) F

(i) T

(j) T

2.

(a) aunt

(b) brothers

(c) sister

(d) husband

(e) granny

3. (many possibilities)

reading

ENGLISH HOME LANGUAGE

Grade 5

FABULOUS

Module 7

READING

Flying blind

(adapted from a story by Sandy Guy and David

Crofts, *Reader's Digest* July 2001)

Nathan Ross was worried. Something wasn't right. It was about eight, the wind was lashing the rain and Ross's border collie was running around, barking furiously. Ross was standing in his yard in the raging thunderstorm, listening hard.

Ross had been interested in flying since he could remember and he made a hobby of tracking planes as they soared past. He listened again and could hear a small aircraft circling Tenterfield, flying past his house again and again. Suddenly the red and green lights of the Cessna broke through the cloud cover. Judging by the way the little aircraft was bucking in the sky he realised that something was seriously wrong. Either the pilot was lost or in trouble – or both.

Ross, who has a dectronics and communication business, owns an air-band portable radio, which looks like a cell phone and can be used to contact aircraft overhead. With this radio, he began to call the pilot. First he could hear only static, but then the radio came alive.

“This is Juliet Uniform Alpha – and no, I'm not OK, repeat, not OK. I'm not sure how much fuel I have left. I can barely see and I need help!”

“Don't worry,” Ross reassured him, “We'll organise something.” Ross did not feel as confident as he

sounded, as he knew that Tenterfield's airstrip was a grassy field with no runway lights or control tower. Getting the pilot down in the dark and rain on the airstrip surrounded by hills and mountains would be very tough.

Ross was concerned that it would be hours before the clouds would clear enough for the pilot to be able to see the airstrip. He knew there was a chance that he could crash into one of the hills surrounding the town. His best bet was to call Robert Wild, a local pilot who knew the airstrip well, and ask for his help.

Thirty minutes later, after having found flares, Wild spoke to Esmond Yasi, the pilot, and told him to follow the streetlights to the edge of town and then car lights on the main road out of town to the airfield.

"Tenterfield Ground, I'm at 700 feet and don't know how much lower I can go." The pilot's frightened voice rang in Ross's ears. "Stay calm, mate," Ross said, noticing that the radiophone battery was running low.

"Forget about finishing lighting the flares," Ross said to Wild, "The cloud cover is descending too fast and he must land now!" Blue and red police lights flashed in the dark. Townsfolk wishing to help sat in their cars, watching, with their headlights on.

From inside the cockpit, Yasi headed the plane for the airstrip. Suddenly he was momentarily blinded by a colossal flash of lightning and where Tenterfield's lights had blinked just seconds before, there was total darkness. "It's a blackout!" the voice from the ground told Yasi.

In desperation, Ross turned on the hazard lights of his car and roared his Mitsubishi through the wet streets of the town, heading for the airstrip, with the Cessna only 250 feet above him.

Flying nearly blind, Yasi did not realise that had come very close to crashing into Howard's Hill as he flew above and behind Ross's car. He saw the flashing lights of the police cars and the headlights of the other vehicles as he lowered the wing-flaps, readying the plane for landing.

His hands were shaking on the controls. He eased the controls back to keep the aircraft's nose up. Car headlights whizzed past – and with a light thud, the rear wheels touched the ground. He had landed and was safe!

Well, what do you think of this story? Once again, you need to practise in order to read fluently. Let's assess fluency this week.

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CATEGORIES	1	2	3	4
Voice	Mumbles	Monotone	Loud enough Too fast or too slow	Clear voice Confident App
Contact with audience	No eye contact	Unprepared	Mostly looks at audience while reading	Well prepared Good eye contact
Fluency	Reads jerkily Needs practice	Needs practised	Has practised satisfactory – fluent	Reads confidently Practised Good

more READING: own choice

Find a fairytale or fable of your choice, select 20 – 25 lines of the story (not the beginning) and practise it. Read it to your partner.

Assess yourself and your partner.

	My reading		..... 's reading	
Loud enough				
Reads clearly				

Has eye contact			
Reads fluently			
Appropriate speed			
Confident			
Well prepared			

[LO 3.1.8]

FOREIGNERS People, countries, products

“In Rome, do as the _____ do”.

Complete the following:

... a Spanish dancer Dutch cheese ...	“I love you”, in German
--------------------------	----------------------	-------------------------

Exercise 1

Cape Town	Paris	Russia
Zimbabwe	Poland	South Africa

China	Namibia	Germany
-------	---------	---------

Exercise 2

Fill in the missing words:

(a) Australians live in _.	
(b) Welsh people live in _.	
(c) In _ the Swiss farmers make cheese.	
(d) _ fashion designers live in Italy.	
(e) In Japan, the _ eat a staple diet of rice.	
(f) We have _ visitors from Norway.	
(g) In England we ate _ cucumber sandwiches.	
(h) In _ the Dutch people speak Dutch.	
(i) I ate Greek salad in _.	
(j) The Spaniards are outstanding in _ dancing.	

Exercise 3

Think of some more!

Country	People	Adjective
e.g. Finland	Fins	Finnish

Assessment

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.7 makes story maps or notes key points to track comprehension;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.6 understands the vocabulary and discusses how writers have used language to achieve effects (similes, rhythm, onomatopoeia);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

Memorandum

Exercise 1: Foreigners

Capetonians; Parisiennes; Russians; Zimbabweans;
Poles; South Africans; Chinese; Namibians; Germans

Exercise 2: Missing words

(a) Australia

(b) Wales

(c) Switzerland

(d) Italian

(e) Japanese

(f) Norwegian

(g) English

(h) Holland

(i) Greece

(j) Spanish

Comprehension and spelling

ENGLISH HOME LANGUAGE

Grade 5

FABULOUS

Module 8

COMPREHENSION AND SPELLING

Read the extract and answer the questions carefully.

Funny farm: is Kit-Kat nuts? Squirrels find a new

mother

There's a serious psychological problem developing in the Malherbe household in Paarl.

Snap, Crackle and Pop are three orphaned baby squirrels who have been saved from certain death and are now being suckled by the family cat, Kit-Kat. It's a well-known fact that cats normally love to hunt squirrels and the question arises: is "mommy" Kit-Kat going to teach Snap, Crackle and Pop all she knows, as mothers do?

If this is the case, there are bound to be some really mixed up animals on the Malherbe farm, Spes Bona, outside Paarl. Are the three little squirrels going to be taught to hunt on their own? And what will happen if they are confronted by some strange cat? Will they scamper away or recognise it as just another "mommy" to cuddle?

This confusion started unfolding two weeks ago when a neighbour, Elize Grobbelaar, brought the three pink little orphans around. They had fallen out of an old oak tree when a branch broke loose. The Grobbelaars were going away for the weekend and couldn't look after them.

Berena Malherbe took them in and that is where the fun started. They were introduced to Kit-Kat who has three kittens of her own, and suddenly there was one happy family, all suckling away. Now, two

weeks later, Snap, Crackle and Pop are scampering all over the place, the three kittens joining in because they are fascinated by the long tails of their “sisters”, Snap and Crackle, and “brother” Pop.

The Malherbes don’t have many trees and therefore not many squirrels, and Pama Malherbe isn’t too happy because the new babies nibble his pumpkins and butternuts. It would be okay if they ate them, but instead they simply take a bite out of each.

Apparently, however, he is heavily outvoted by the family, which includes twins Koch and Pollie, 7, Jossie, 3, baby De Waal, 1, dogs Wellington, Sarah and Bella, piglets Vroetel and Troetel and an assortment of lambs, all called Lambchop. It seems as if the squirrels are here to stay.

Adapted from (*The Argus*, Saturday, 8-9 February 1997)



Wow! Imagine that!

Turn to your partner and tell him/her in only one sentence what this article is all about.

In order to help you answer the questions in full sentences, each answer has been started for you.

1. What kind of animal is Kit-Kat?

Kit-Kat is _ (1)

2. What are these squirrels being fed? (1)

3. How many squirrels fell out of the tree?

_ squirrels fell out of the tree. (1)

4. What have these people named the orphans?

They have named the orphans _ (1)

5. Where are these squirrels being raised?

They _ (1)

6. Which **two words** from the passage tell us what the squirrels looked like when they **arrived** at the Malherbe's farm?

The words _ and _ (2)

7. Complete the sentence:

The squirrels are naughty, because they _ (1)

8. What have the Malherbe's named their lambs?

The lambs are _ (1)

9. The Malherbe family are animal lovers.

Why is this statement TRUE? (1)

[15]

[LO 3.1.1; 3.1.3; 3.1.5; 3.1.7]

Assessment of Comprehension

--	--	--	--	--

1. I could answer most of the sentences correctly.	Yes	No
2. I could complete the sentences given to help me answer the questions.	Yes	No
3. I understood most of the story I read.	Yes	No
4. I remembered to use capital letters and full stops.	Yes	No

FANTASTIC!

Let's read The dictionary helps us to spell correctly

1. Look up these words in the dictionary. Circle those that are spelt correctly.

Function;	Frolic;	Feint;	Fawlt;	furr
-----------	---------	--------	--------	------

2. Most words have only one correct spelling. A few have more than one. The dictionary will give the preferred spelling first. However, all the spellings given are correct. What is the second spelling for each of these words?

ax:	adviser:	fulfill:
-----	----------	----------

1. Sometimes you know what a word sounds like but you cannot remember with which letter it begins; and you cannot find it in the dictionary. If this is the case, use the following “clue-list”.

If it sounds like this:	If it sounds like this:	If it sounds like this:	Try this:	If it sounds like this:	Try this:
ch	ch	j	j, g	s	s, c, ps, sc
f	f	k	c, k, ch	sh	sh, ch, su
f	f	n	n, kn, gn, pn	w	w, wh

h	h	r	r, wr, ch z	z, x
---	---	---	-------------	------

4. Check your dictionary as you do the following exercise:

(a) These words begin with an **f** sound. Add **f** or **ph** to spell each word correctly:

.....actory	.....ial (small bottle)	.....ysical	.....antom
.....otograph	.....anatic	.....eather	.....ist

(b) These words begin with a **k** sound. Add **c**, **k** or **ch** to spell each word correctly:

.....itten	.....aracter	.....arrot	.....emical
.....orus	.....idney	.....udu	.....ough

(c) These words begin with an **n** sound. Add **n**, **kn**, **gn**, or **pn** to spell each word correctly:

--	--	--	--	--	--	--

.....ome	.....it	.....ight (2)	.....cunonia
.....ame	.....ever	.....ock	.....ature

(d) These words begin with an **s** sound. Add **s**, **c**, **ps** or **sc** to spell these words correctly:

.....ingle	.....ircle	.....alm	.....ychic
.....ene	.....itizen	.....ented	.....imple

(e) These words begin with a **sh** sound. Add **sh**, **ch** and **su** to spell each word correctly:

.....oulder	.....cf	.....gar	.....iffen
.....eet	.....elter	.....ovel	.....ic

(f) These words begin with an **r** sound. Add **r**, **wr**, and **rh** to spell each word correctly:

--	--	--	--	--	--	--

.....iggle	.....inkle	.....yme	.....inoceros
.....ist	.....ubarb	.....eward	.....iddle

(g) These words begin with a **j** sound. Add **j** or **g** to spell each word correctly.

.....azz	.....udge	.....em (jewel)	.....acket
.....enius	.....iraffe	.....ail	.....ypsy

(h) These words begin with a **g** sound. Add **g**, **gu** or **gh** to spell each word correctly:

.....aze	.....ess	.....etto (slums)	.....ost
.....ide	.....lamour	.....argoyle	.....ard

(i) These words begin with a **z** sound. Add **z** or **x** to spell each word correctly:

--	--	--	--	--	--	--

.....eroinnia (flower)ylophoneulu
----------	------------------------	---------------	----------

(Source unknown)Adapted for Gr. 5

[LO 6.1.3; 6.1.4]

MULTIPLE ENTRIES OR HOMOGRAPHSUsing the dictionary: Aiding reading (adapted from an unknown source)

1. When an entry word is listed more than once, these multiple entries are called homographs. Homographs are words which are spelt the same, but have different meanings and different origins. Take a look at the following multiple entries:

1. **batter**, *v.* **1.** to hit repeatedly. **2.** to damage by blows or rough treatment. (from old French *battre* meaning to beat which came from Latin *batture* also meaning to beat).

2. **batter**, *n.* a beaten mixture of flour, milk and eggs, used in cooking, (cake batter), Especially for pancakes and for coating food before frying. (from 14th century French *bature* meaning a beating).

3. **batter**, *n.* a player who bats a ball esp. in cricket or baseball. (from the Old English *batt* meaning a club).

--	--	--

(a) Which batter would you bake?		
(b) Which batter would hit a ball?		
(c) Which batter would hurt or injure?		

2. Refer to the entries for the word ‘flag” and shade the correct answer:

1.flagn. 1. piece of cloth attached to a pole as an emblem or signal. - ... to mark with a flag or sticker

2. to lose enthusiasm

3. to signal (a vehicle) to stop by waving the arm

4. a flat paving stone

(Simplified from the *Collins Pocket English Dictionary*)

(a) We were flagged down at the scene	1		2		3		4	
---------------------------------------	---	--	---	--	---	--	---	--

of the
accident.

(b) As the 1
day grew
warmer,
the
runners'
enthusiasm
flagged.

(c) The 1
hospital
hoists a
blue flag
whenever
a baby
boy is
born.

(d) I 1
tripped
over a
flagstone
and
injured
my arm.

2

3

4

2

3

4

2

3

4

3. Write your own sentence for each entry of the word “flat” found in the dictionary.

LO/AS 4.4.1	
-------------	--

Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

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3.1.7 makes story maps or notes key points to track comprehension;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.6 understands the vocabulary and discusses how writers have used language to achieve effects (similes, rhythm, onomatopoeia);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available);

LO 4

WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different

purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.2 develops and organises ideas through a writing process:

4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.3 paragraph level;

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret

texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes/extensions to form words;

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

6.4 develops awareness and use of style:

6.4.1 uses language appropriate for the audience, purpose and context (e.g.

formal / informal register);

Memorandum

Comprehension

1. a cat
2. breast milk
3. 3
4. Snap, Crackle and Pop
5. on the Malherbe's farm / outside Paarl / by the Malherbe family
6. pink / little
7. eat bites out of Pama Malherbe's butternuts
8. Lambchop
9. open memo, justified

Fantastic

3.

(a) factory; phial; physical; phantom; photograph;
fanatic; feather;

first

(b) kitten; character; carrot; chemical; chorus;
kidney; kudu; cough

(c) gnome; knit; knight / night; pneumonia; gnome; never; knock;

nature

(d) single; circle; psalm; psychic; scene; citizen; scented; simple

(e) shoulder; chef; sugar; chiffon; sheet; shelter; shovel; chic

(f) wriggle; wrinkle; rhyme; rhinoceros; wrist; rhubarb; rewards; riddle

(g) jazz; judge; gem; jacket; genius; giraffe; jail; gypsy

(h) gaze; guess; ghetto; ghost; guide; glamour; gargoyles; guard

(i) zero; zinnia; xylophone; zulu

Homographs

1. (a) 2

(b) 3

(c) 1

2.

(a) 3

(b) 2

(c) 1

(d) 4

Listening skills and tongue twisters

ENGLISH HOME LANGUAGE

Grade 5

FABULOUS

Module 9

LISTENING SKILLS AND TONGUE TWISTERS

Once they were FREAKS, today the girls adore them!

Victor and Gabriel Gomez, known worldwide as the Wolf Boys, have become heroes since joining the circus.

People used to avoid them and they were called freaks, but now they are even more popular than the musclemen in the show.

These Mexican brothers suffer from a rare and incurable disease called hypertrichosis or “werewolf syndrome.” This means that thick, dark animal-like hair covers their faces, neck and arms from a very young age.

The townsfolk were certain that they were cursed. The brothers were stared at and mocked in their hometown and they became so unhappy that they refused to go to school, preferring to stay at home.

But this all changed when the circus came to town and their grandmother insisted they join. Robert Campa, the manager, trained the very intelligent boys to be trapeze artists, jugglers and acrobats and he hired a teacher so that they could continue with their education.

“I am so happy,” says Gabriel, “I earn a good salary, I have learnt and seen interesting things and I have self-respect. We can afford to send our family lots of money.”

Instead of hurtful comments and insults, the boys

are admired and receive many compliments, especially from their female admirers.

Victor (13) says his life changed into a fairy-tale with a happy ending, since joining the circus. “People still call us the Wolf Boys, but they do it with love,” he says.

British children’s rights organisations have condemned using children in freak shows. They have insisted that the practice end, pointing out that even animal acts have been banned in circuses.

Victor and Gabriel do not agree and hope to continue with their profession.

(Adapted from the *You* magazine, 9 Nov. 1995)

1. Listen very carefully to this article being read to you, before indicating whether the statements are true or false.

(a) Victor and Gabriel are known as the Wolf Boys.	T		F	
(b) The brothers	T		F	

and their family lived in Spain.

(c) The boys are covered in a thick animal-like fur.

(d) They refused to go to school because they were naughty.

(e) Robert Campa was the teacher who was hired to continue their schooling.

(f) The boys were trained to juggle and sing.

(g) Gabriel and Victor send money home to their family.

(h) The girls adore the Wolf Boys and give them compliments.

(i) Some children's rights organisations want freak shows

T

F

T

F

T

F

T

F

T

F

T

F

T

F

using children, to
stop.

(j) Circus acts
using animals are
still illegal.

T

F

[LO 1.5; 1.6]

Checklist for myself

- I listened very **Yes** carefully **No** the piece of reading
- I could answer **Yes** the T / F **No** statements successfully.
- I could not remember **Yes** much **No** of what I heard.

My work
could
improve if

Individual
Performance

Scale

- Listened well. Answered 4 most of the 5 questions successfully.
- Result average 2. More practice required.
- Mediocre result. Concentration erratic. More practice required.

2. Note to the teacher

Music / songs work very well as listening skills.

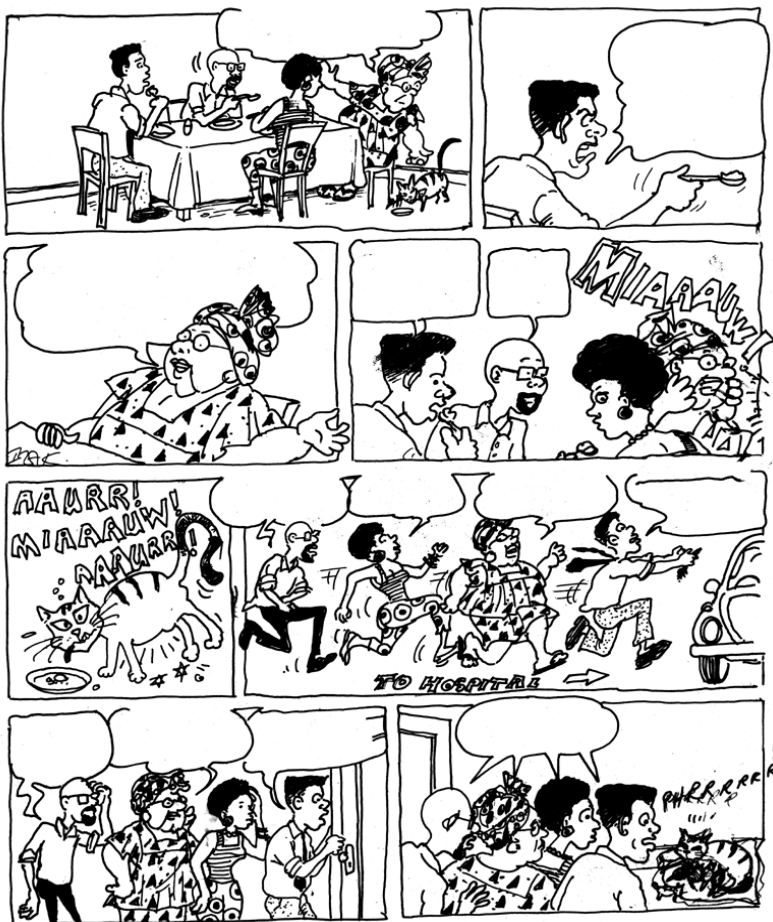
Try to find and use the following.

Fernando (Abba)

Four important Porters (Ipi Ntombi)

FRENZY!

Study this cartoon. What do you think happens in this tale? Why is it funny? Dramatise the story in your groups, before filling in the speech bubbles.



Checklist for teacher

- Understood the cartoon or Mostly Not at all

- | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
- Developed the Charlyline Mostly Not at all
 - Wrote relevant Charlyline Mostly Not at all

[LO 1.2; 1.3; 2.4.1; 4.1.1]

M. CONFUSION!

Tongue twisters!

We all know these tongue twisters! How quickly can you say them without getting confused?

Betty Botta bought some butter.

“But,” said she, “this butter’s bitter!

If I put it in my batter,

It will make my batter bitter.

But a bit o’better butter

Will but make my batter better.”

So she bought a bit o’butter

Better than the bitter butter,

Made her bitter batter better.

So ‘twas better Bettty Botta

Bought a bit o'better butter.

A flea and a fly in a flue

Were caught, so what could they do?

Said the fly, "Let us flee."

"Let us fly," said the flea.

So they flew through a flaw in the flue.

(Source unknown)

- Can you find any others? Write them down and share them with the class. Hang them on the wall or compile a booklet, adding any new ones that you may come across.

(Not to be assessed)

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.2 identifies the main message and themes in oral texts and relates them to everyday life;

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;

1.5 listens to different types of information texts (directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately;

1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;

1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);

2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;

2.1.4 describes events, presents feedback, and gives directions clearly and in an understandable way;

2.1.5 asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions;

2.1.6 expresses and justifies own opinion with reasons

2.2 uses interaction strategies to communicate effectively in group situations:

2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other's ideas with empathy and respect;

2.2.2 gives balanced and constructive feedback;

2.2.3 uses appropriate intonation and facial

expressions;

2.2.4 shows sensitivity to the rights and feelings of others during group work.

2.3 uses appropriate body language and presentation skills:

2.3.2 uses appropriate intonation and facial expressions;

2.3.3 adjusts tempo and volume for emphasis.

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

LO 4

WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different

purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

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4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.3 paragraph level.

Memorandum

Listening skill

1. T

2. F

3. T

4. F

5. F

6. F

7. T

8. T

9. T

10. F

Interviewing

ENGLISH HOME LANGUAGE

Grade 5

FABULOUS

Module 10

INTERVIEWING; DIALOGUE; SPELLING

FINDING OUT!

1. How to interview someone successfully

An interviewer needs to ask questions that do not require a yes or a no answer only. When interviewing somebody, your questions should encourage the person to give detailed answers or more information.

The following types of questions can help you when you plan your interview. Select those that you would like to use and complete the questions. Can you add any of your own to the list?

What happened when __?

Can you remember when __?

Where were you __?

Describe your feelings __?

Why did you __?

What do you think will __?

What about __?

Please tell our listeners exactly _

Work with a partner. One of you is the interviewer and must interview the other.

You may select topics of your own. Use current news stories. You may only use one prop each.

HAPPINESS IS ... NO MORE ECSTASY!

Officer Dean Potler was honoured on Saturday evening for being instrumental in the tracking down and arrest of the notorious Happy Gang, drugdealers ...

NEVER AGAIN!

Young pickpocket sobs after arrest ...

TO THE RESCUE!

Epping Fire Brigade has reason to be proud of one of their young firemen, who used his initiative in rescuing a young puppy on

THANKS A MILLION!

The Lotto jackpot of R22 million was won yesterday by a recipient wishing to remain anonymous ...

MIRACULOUS SURVIVAL!

Robin Rheeder, 26, miraculously survived the bombing and collapse of the Twin Towers yesterday. Thomas, an IT specialist, was ...

DESIGNER WINS GOLD

Noline Kruger, a 3rd year Technikon student, has won first place in the Anglo Go for Gold competition.

"THERE WAS NOTHING I COULD DO!"

A young mother, Sue Wang, was car-jacked and her baby kidnapped late on Tuesday night....



Checklist

1.	The questions lead to informative answers.	Yes	No
2.	The interviewer spoke clearly and audibly.	Yes	No
3.	Enough time was given to answer properly.	Yes	No
4.	The topic was interesting and newsworthy.	Yes	No
5.	The interviewer introduced the guest.	Yes	No
6.	This was an enjoyable task.	Yes	No

	Assessment		

by educator

Difficulty.1

Not coping.

Aid needed.2

=

Needs practice.3

=

Satisfactory.4

=

Very well done.5

=

Excellent. Competent.

1. 0 1 2 3 4 5

Speak clearly,
at an appropriate
pace.

2. 0 1 2 3 4 5

Voice loud
enough. Variety
of
tone.

3. 0 1 2 3 4 5

Questions well

prepared.
Not
ambiguous.

4.

Displays
an
interest
in
answers
given.

1

2

3

4

5

5.

Replies
to
questions
are
informative
and
interesting.

1

2

3

4

5

6.

Interviewer
links
answers/
replies
to
next
question.

1

2

3

4

5

7.

Well
prepared.
Audience
clearly
interested.

1

2

3

4

5

8.

Enough
time
given

1

2

3

4

5

	to answer question properly.								
9.	Add 0	1	2	3	4	5			
	your own criteria.								
10.	Add 0	1	2	3	4	5			
	your own criteria.								

[LO 2.1.5; 2.3.2; 2.3.3; 5.2.1; 5.2.2; 5.2.3]

WRITING A DIALOGUE:

Write an interview, or a part of it, in dialogue form. Give it a heading. Allow each person to speak five times.

Interview between _____ and _____

AFTER _____

[LO 4.1.2; 4.2.2; 6.4.1]

Words ending in -URE

1. Fill in the missing letters and match the word to the correct picture.

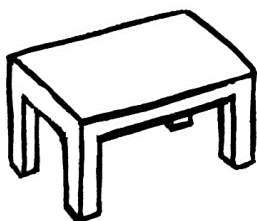
(a) treas__

(b) furnit__

(c) pict__

(d) punct__

(e) temperat__



2. Fill in the missing letters and complete the sentences by filling in the missing words.

Fract_____	Lect_____	Nat__

Advent__	Meas__
----------	--------

- (a) The doctor is checking Amy's leg for a __
- (b) When baking, you must remember to __ your ingredients accurately.
- (c) The professor is giving his students a __ .
- (d) They are following a __ trail through the forest and up the mountain.
- (e) A river rafting experience is a great __ .

3. Words with double letters

What do each of these words have in common?

Separate the words into three categories according to this similarity.

tomorrow	dazzle	arrest	quarrel
suffer	toffee	puzzle	suffocate
irritate	muzzle		

Select two words and use them in good, clear and explanatory sentences.

Assessment

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);

2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;

2.1.4 describes events, presents feedback, and gives directions clearly and in an understandable way;

2.1.5 asks critical questions which do not have obvious answers, and can respond thoughtfully to

such questions;

2.1.6 expresses and justifies own opinion with reasons

2.2 uses interaction strategies to communicate effectively in group situations:

2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other's ideas with empathy and respect;

2.2.2 gives balanced and constructive feedback;

2.2.3 uses appropriate intonation and facial expressions;

2.2.4 shows sensitivity to the rights and feelings of others during group work.

2.3 uses appropriate body language and presentation skills:

2.3.2 uses appropriate intonation and facial expressions;

2.3.3 adjusts tempo and volume for emphasis.

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in

less familiar situations;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

LO 4

WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.2 develops and organises ideas through a writing process:

4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.3 paragraph level.

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language to investigate and explore:

5.2.1 formulates relevant questions to guide search for information;

5.2.2 uses interviews to gather information;

5.2.3 can rephrase questions to get more relevant information;

5.3 processes information:

5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or

graphical representation;

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes/extensions to form words;

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

6.4 develops awareness and use of style:

6.4.1 uses language appropriate for the audience, purpose and context (e.g.

formal / informal register);

Memorandum

Spelling

1. add the –ure ending to each given word

2. add the –ure ending to each given word

a. fracture

b. measure

c. lecture

d. nature

e. adventure

3. tomorrow; quarrel; arrest; irritate

dazzle; puzzle; muzzle

suffer; toffee; suffocate

Nouns

ENGLISH HOME LANGUAGE

Grade 5

FABULOUS

Module 11

NOUNS

Different types of nouns:

Common nouns:

A word used for any person, animal, place or item (not specific) – ordinary, everyday things, e.g. puppy.

Proper nouns:

The name of a particular person, animal, place or item and always begins with a capital letter (specific) –e.g. Pasha.

Here's a clue concerning the proper noun: because it is the specific name of something or someone, it is written with a capital letter.

Collective nouns:

A word used for a collection or group of similar persons, animals or items e.g. a pile of bones.

Abstract nouns:

Words which name feelings or qualities (cannot feel these with your hands) - (We do not do this in detail at all).

Exercise 1

Identify the different nouns from the following columns.

--	--	--	--	--	--	--

1	Common noun	2	Proper noun
3	Collective noun	4	Abstract noun

Put the correct number into the space provided.
Refer to the above grid for help if necessary.

	Casper		a feeling of freedom
	a swarm of bees		peace
	ghost		A crowd of onlookers
	cat		anger
	Pretoria		bouquet
	astonishment		Pasha
	A litter of kittens		fear
	Monday		December
	peace		World War 1

COMMON NOUNS

Exercise 2

1. Verbally list words that name:

(a) six occupations

(b) six animals

(c) six foods

(d) six items from your pencil bag

COMMON NOUNS AND PROPER NOUNS

Exercise 3

2. In the sentences below,

(a) pick out the common nouns that name people and circle them in **RED**.

(b) pick out the common nouns that name objects and underline them in **BLUE**.

(c) pick out the proper nouns and outline them in **GREEN**.

(i) Elize Grobbelaar, a neighbour, found the little squirrels.

(ii) Berena's cat, Kit-Kat, became the orphans' mother.

(iii) The kittens are fascinated with Snap, Crackle

and Pop.

(iv) Pama, the father and farmer, says they eat his pumpkins and butternuts.

Exercise 4

3. Rewrite the following sentences using capital letters to begin the proper nouns:

(a) he is a game ranger in the kruger national park.

(b) my aunt anne works as a secretary for the nature conservation society.

(c) the only lioness left in captivity in natal can be viewed at durban zoo.

(d) port elizabeth is a holiday resort in the eastern cape.

(e) we have an “i love cape town” sticker on the back of our opel astra.

Exercise 5

(a) Find yourself a partner and let's play the Alphabet Game.

(b) Select a letter of the alphabet in a fair manner.

(c) Try to complete the list before your partner can.

--	--	--	--	--	--	--	--	--

Letter	Country or city	Fruit / Vegetable	Makes / Names:	Animal
			cars	

Memorandum

Exercise 1

Common Nouns: ghost; cat

Proper Nouns: Casper; Pretoria; Monday; Pasha;
December; World War 1

Collective Nouns: a swarm of bees; a litter of kittens;
a crowd of onlookers; bouquet

Abstract Nouns: astonishment; peace; a feeling of
freedom; anger; fear

Exercise 3

Common Nouns that name people: neighbour;
mother; father; farmer

Common Nouns that name objects: pumpkins;
butternuts

Proper Nouns: Elize Grobbelaar; Berena's; Kit-Kat;
Snap; Crackle; Pop; Pama

Exercise 4

(i) -

(ii) Aunt; Nature Conservation Society

(iii) Natal; Zoo

(iv) -

(v) -

Nouns in general

ENGLISH HOME LANGUAGE

Grade 5

FABULOUS

Module 12

NOUNS IN GENERAL

NOUNS IN GENERAL

Exercise 6

1. Complete the sentences by filling in the missing nouns:

(a) ___ is a very clever ___ .

(b) He produced a ___ of kittens and they played with a

___ of wool.

(c) The cat sleeps in a ___ in his home in ___ Street.

(d) ___, the cat, feels a lot of ___ when he catches his tail in the closing door.

(e) He sits in the ___, nursing his injured ___ .

COLLECTIVE NOUNS

Exercise 7

2. Which one fits? Use a ruler to connect the incomplete statement to the answer:

litter of	players
a pride of	cattle
a swarm of	singers

a herd of	puppies / kittens
a flock of	fish / whales
a school of	bees or locusts
a bouquet of	stairs or aircraft
a flight of	soldiers
a canteen of	wolves or cards
a horde of	savages
a fleet of	flowers
a pack of	motor cars
a troop of	cutlery
a team of	lions
a choir of	sheep

3. Learn these:

a *host* of angels

a *series* of events

a *circle* of friends

a *mob* of hooligans

a *pocket* of oranges

a *shower* of rain

a *colony* of seals

a *column* of smoke

a *cluster* of stars

a *bundle* of washing

How about trying to make up some of your own?
Try to be original.

a *wall* of __

a *string* of __

a __ of *clouds*

a __ of *ants*

4. Rewrite the following sentences, putting in the capital letters where necessary:

(a) mordred, the wily wolf, eyed lard lying in the sun.

(b) The pork times, a local newspaper, ran an article about bacon, rasher and lard.

(c) mordred planned to have the piggies on christmas eve for dinner.

(d) The fry river flowed past bacon's house, nr 3 forest drive, bushville.

(e) "I am starving! bacon and eggs will do!" moaned mordred.

(f) the forest is situated on top of porkchop ridge,

just below roast ridge.

Quickly explain to Gemma why these words have to be written with capital letters.

WHAT DO YOU KNOW? CHECK!

1. Which words in the list should be written with capital letters? Why?

table

tulip street

tygervalley

tortoise

2. Identify the underlined nouns:

Winnie the Pooh's **depression** is due to his **honeypot** being empty

and a **swarm** of bees guarding the **nest** in the old log.

3. Fill in the missing collective nouns:

(a) a ___ of geese

(b) a ___ of stairs

(c) a host of __

(d) a circle of__

Checklist for myself				
	• I can identify common nouns in text.	Yes	No	
	• I can identify Proper nouns and write them with capital letters.	Yes	No	
	• I can use collective nouns in sentences successfully.	Yes	No	

[LO 4.4.3; 6.1.4; 6.2.3; 6.2.6]

DIMINUTIVES

In our first unit we met Gemma. She is still a young dog and is called

a _____

Young animals, as well as small objects, are often given a special name.

Match these young animals to their parents

--	--	--

owlet	owl
gosling	duck
duckling	cow
kitten	hen
calf	cat
foal	goose
lamb	goat
chick	ewe
nestling	bird
kid	mare

The baby of a dog and the baby of a seal have the same name.	The baby of a cow and the baby of an elephant have the same name.
What is it?	What is it?

LO 4.4.3; 6.1.4; 6.2.3; 6.2.6]

Assessment

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

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LO 6

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6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

6.4 develops awareness and use of style:

6.4.1 uses language appropriate for the audience, purpose and context (e.g.

formal / informal register);

Memorandum

Exercise 7:

A litter of puppies

A pride of lions

A swarm of bees

A herd of cattle

A flock of sheep

A school of fish / whales

A flight of stairs or aircraft

A canteen of cutlery

A pack of wolves or cards

A troop of soldiers

A team of players

A horde of savages

A choir of singers

A fleet of motor cars

The following words are written with capitals:

Mordred; Lard; Pork Times; Bacon; Rasher; Lard;
Mordred; Christmas Eve; Fry River; Bacon's house;
Forest Drive; Bushville; Bacon and ; Mordred; The
forest; Porkchop Ridge; Roast Ridge

What do you know?

(a) Tulip Street; Tygervalley

(b)

1. Proper Noun

2. Abstract Noun

3. Common Noun

4. Collective Noun

5. Common Noun

(c)

1. gaggle

2. flight

3. angels

4. friends

Diminutives

Puppy

- owlet – owl / gosling – goose / duckling – duck / kitten – cat / calf – cow /
- foal – mare / lamb – ewe / chick – hen / nestling – bird / kid – goat

☐ pup

☐ calf

1. bullock; booklet; lambkin; puppy

2. maiden; coronet; satchel; statuette

Singular and plural

ENGLISH HOME LANGUAGE

Grade 5

TICKLE YOUR TASTE BUDS

Module 13

SINGULAR AND PLURAL

“Singular and Plural” simply means: “One and Many”



Read the extract and:

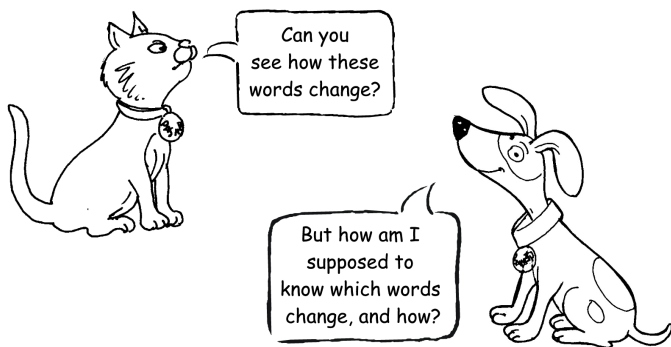
1. underline all the singular nouns.
2. circle the plural nouns in **RED**.

Punk Cat and Pasha, her mate, are raising a litter of kittens. Gemma, our little hairy friend, is very interested in the sleeping, breathing pile of fur, noses, ears, paws and tails.

What letter do you find at the end of each plural noun? __

Yes! Most singular nouns gain an -s when changed to the plural form.

Some words change slightly in the plural form. Help Pasha to teach Gemma how to discover the simple, yet valuable, clues and help them to use the clues in the rules.

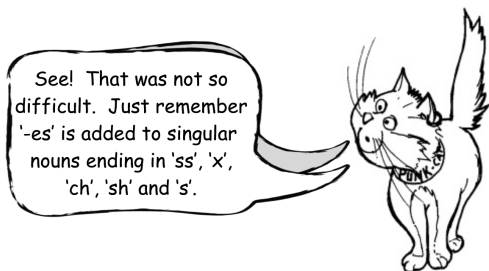


The first one is done for you. Look for **CLUES!** Let me show you!

Singular noun	On what letter/s does the singular noun end?	Plural noun
class	ss	classes
box	x	boxes
coach	ch	coaches
bush	sh	bushes
bus	s	buses

What was added to the word when it changed to the plural form?

That's right! **ES**



Now try these!

city	cities		
fly	flies		
country	countries		

(Clue: what is found before the -y?)

If a noun ends in 'y' following a consonant, change the __

day	ay	ay		
monkey	cy	cy		
toy	oy	oy		

(Clue: what is found before the -y?)

	f		shelves		
	f		roofs		
	fe		wives		

(This one is tricky!)

When a noun ends in a single ___ or __, change the 'f' into __

potato	o		es	
tomato	o		es	
mosquito	o		es	

There is no firm rule for these words. Some plurals end in 'es'; others only take an 's'. (All musical terms end in '-os'.)

Some nouns don't really have rules as to how they change.

Take a look and then add a couple of your own examples:

mouse - mice

foot - feet

child - children

woman - women

Write down your own examples.

Can you think of any nouns that do not change in the plural form? In other words, they stay the same,

Write down a few examples.

1. Change these singular nouns into the plural form:

1.1	baby	1.2	thief
1.3	calf	1.4	bull
1.5	chief	1.6	chimney
1.7	cry	1.8	water
1.9	secretary	1.10	elf
1.11	journey	1.12	torch

1.13	fox	1.14	atlas
1.15	key	1.16	story
1.17	silo	1.18	radio
1.19	house	1.20	louse

1. Change these nouns into their singular form:

2.1	batteries	2.2	buffaloes
2.3	buck	2.4	wolves
2.5	churches	2.6	infernos
2.7	memories	2.8	heroes
2.9	trolleys	2.10	remedies
2.11	batteries	2.12	mice
2.13	buck	2.14	elephants
2.15	churches	2.16	benches
2.17	memories	2.18	geese
2.19	trolleys	2.20	women

[LO 6.1.1; 6.1.4; 6.2.3]

Assessment

LO 2

SPEAKINGThe learner will be able to communicate

effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone);

2.1.4 describes events, presents feedback, and gives directions clearly and in an understandable way;

2.2 uses interaction strategies to communicate effectively in group situations:

2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other's ideas with empathy and respect;

2.2.3 uses appropriate intonation and facial expressions;

2.2.4 shows sensitivity to the rights and feelings of others during group work.

2.3 uses appropriate body language and presentation skills:

2.3.2 uses appropriate intonation and facial expressions;

2.3.3 adjusts tempo and volume for emphasis.

2.3.4 pauses at appropriate places and adjusts pace to needs of audience;

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of language.

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes/extensions to form words;

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6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

6.4 develops awareness and use of style:

6.4.1 uses language appropriate for the audience, purpose and context (e.g.

formal / informal register);

Memorandum

Singular and Plural

The tasks on singular and plural are covered thoroughly in this unit. I have aimed to give the learners clues and strategies with regards to knowing when and how to use plurals, with special

emphasis on spelling.

Read and:

1. underline all the singular nouns (singular = **ONE**).

mate ; litter ; friend ; pile

1. circle the plural nouns in **RED** (plural – **more** than ONE).

kittens ; fur (in this case, plural) ; noses ; ears ; paws ; tails

Discuss : What letter do you find at the end of each plural noun?

Yes! Most singular nouns gain an –s when changed to the plural form.

Identify other plural noun endings from these words. Write the singular noun in the boxes provided.

The **boxes** on the **shelves** were filled with **toys**, **potatoes** and **radios**.

They were being sent to poor **children** of different **countries**.

The singular
noun ends
on a
consonant
and a **-y**

The **-y**
changes into
an **ies**

If a noun ends in a 'y' following a **consonant**,
change the y to an **ies**.

The singular
noun ends in
a **vowel** and
a **-y**.

Only an **-s** is
added

If a noun ends in a **-y** following a **vowel**, only add
an **-s**.

The **f** changes into **-ves** or
only gains an **-s**.

(This one is tricky!)

When a noun ends in a single **f** or **fe**, change the 'f' into **-ves** ; **alternatively the word gains an -s.**

es

There is no firm rule for these words. Some plurals end in 'es'; others only take an 's'. (All musical terms end in '-os'.)

Some nouns don't really have rules as to how they change.

Take a look and then add a couple of your own examples:

mouse - mice

foot - feet

child - children

Examples of plurals which learners could give :

louse – lice ; policeman – policemen ; fireman – firemen ; woman – women ; goose – geese ; tooth – teeth ; man – men ; die – dice ; ox – oxen

1.	battery	2.	buck	3.	church	4.	memory
5.	trolley	6.	leaf	7.	photo	8.	gas
9.	leaf	10.	sheep	11.	buffalo	12.	wolf
13.	inferno	14.	here	15.	remedy	16.	mouse
17.	elephant	18.	bench	19.	goose	20.	woman

verbs and tenses

ENGLISH HOME LANGUAGE

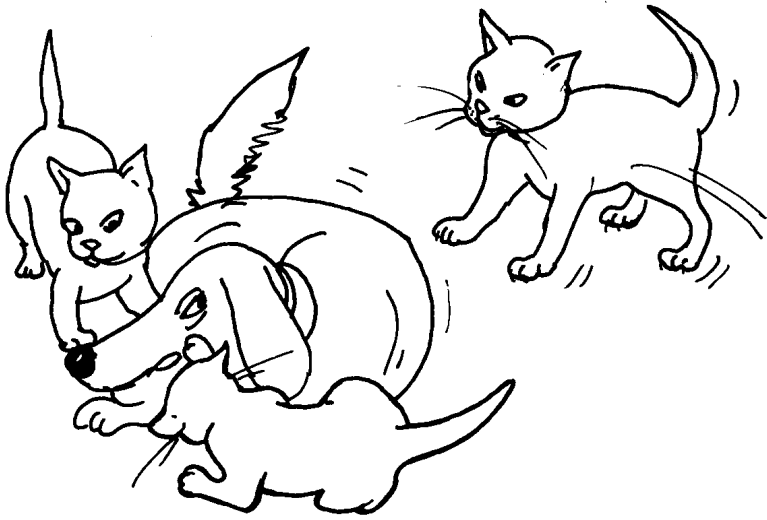
Grade 5

TICKLE YOUR TASTE BUDS

Module 14

VERBS AND TENSES

Verbs are ACTION words!



What is happening to Gemma in this picture? List six actions:

Let's play a little game: close your eyes and think of an action. Now turn to your partner and mime (act without talking or sound effects) – your partner must guess what you are miming. Swap around and now guess what your partner is miming.

These actions are known as verbs. Every sentence has at least one verb.



Find the “action words” in these sentences and underline them in blue:

1. Our tomatoes grow plump and juicy in the sun.
2. We cram thirty-six tomatoes into each bottle of sauce.
3. We also add herbs, vinegar and spices.
4. We enjoy our product.

Oops! Help! All the actions have been muddled in this recipe.

Vanilla Fudge

450 g granulated sugar

50 g butter

397 g full-cream sweetened condensed milk

150 g milk

1 tsp vanilla essence

Pack all the ingredients into a saucepan.

Pour over a low heat until the sugar and butter reaches, then eat steadily, boil quite frequently, until the mixture have dissolved the "soft ball" stage.

Stir the mixture in a pan until it stirring cloudy.

STOP!

LET'S TRY AGAIN!

() all the ingredients into a saucepan, () over a low heat until the sugar and butter () (), then () steadily, () quite frequently, until the mixture () the "soft ball" stage. () the mixture in a pan until it () cloudy. () a tin, () in the mixture, allow to set, then () into pieces with a sharp knife. () in a box. () and ()!

Only place the number of the correct answer in the space provided

Not so easy? If you are stuck, you may select the answers from below:

(1) (2) (3) (4) (5) (6) (7) (8)
cut; eat; have dissolved; stir; butter; put; boil; pour;
enjoy; pack; stirring; turns; beat; reaches
(9) (10) (11) (12) (13) (14)

Did you notice that one of the verbs consists of two words?

These words are also called verbs:

am is are was were have has had

They can help other verbs or can be used on their own.

Underline the verbs in this exercise:

1. Eggs are the power behind brainpower.
2. Buy a bag of potatoes today, as they contain all the goodness.
3. I am buying this brand of dog food, because I believe that it is just what my dog deserves.

Fill each of the blank spaces with one of the following verbs:

am is are was were have has had

1. The kittens __ attacked Gemma while she sleeping.
2. Gemma __ sniffing a nasturtium.
3. Did you know that nasturtiums __ edible?
4. I __ arranging the petals in a salad.



5 She __ eaten today.

6. The naughty kittens __ stalking the dog.

7. She __ sneezing from the pollen.

8. She __ an inquisitive puppy.

(Have you noticed a pattern in the cases where these verbs help other verbs?)

Try these:

9. I __ ordered a cake from Crumbs, the bakery.

10. The cake __ to resemble a Porsche.

11. The bakers __ world famous.

12. Tina Turner __ one of their clients.

13. They __ icing a butterfly for the Queen Mother
14. My Porsche cake __ blood-red.
15. It __ a personalised number plate.
16. I __ delighted with the result.
- [LO 4.4.2; 4.4.3; 6.2.3]

Assessment

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas

clearly and logically for different audiences (e.g. notices, reports);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.1.4 transfers information from one form into another (e.g. information from a table into a written paragraph or graph);

4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level;

LO 6

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6.2.6 consolidates use of punctuation learned so far.

6.4 develops awareness and use of style:

6.4.1 uses language appropriate for the audience, purpose and context (e.g.

formal / informal register);

Memorandum

Verbs

Instruct the learners to identify verbs in the given sentences:

1. Our tomatoes **grow** plump and juicy in the sun.
2. We **cram** thirty-six tomatoes into each bottle of sauce.
3. We **add** herbs, vinegar and spices.
4. We **enjoy** our product.

Answers to the recipe activity:

6....4....3....7....11....14....13....12....5....8....1....10....2...

1. Eggs **are** the power behind brainpower.
2. **Buy** a bag of potatoes today, as they **contain** all the goodness.
3. I **am buying** this brand of dog food, because it **is** just what my dog **deserves**.

1. The kittens **had** attacked Gemma while she **was** sleeping.
2. Gemma **is** / **was** sniffing a nasturtium.
3. Did you know that nasturtiums **are** edible?
4. I **am** / **was** arranging the petals in a salad.
5. She **has** / **had** eaten today.
6. The naughty kittens **are** / **were** stalking the dog.
7. She **is** / **was** sneezing from the pollen.
8. She **is** / **was** an inquisitive puppy.

word power

ENGLISH HOME LANGUAGE

Grade 5

TICKLE YOUR TASTE BUDS

Module 15

WORD POWER

OCTOPOEMS

Try your hand at describing a person or topic

through this eight-line formula.

	FORMULA!	EXAMPLE!
line 1:	Topic is a colour	My mother is pink.
line 2:	a season	She is the summer time
line 3:	a place	in the kitchen.
line 4:	a type of weather	She is warm.
line 5:	a type of clothing	My mother is a slipper,
line 6:	a piece of furniture	a comfortable old sofa.
line 7:	a TV show	She is an Oprah show,
line 8:	a type of food	lumpy chicken gravy!

Try these:

A chef, a waiter, a fireman, a cow, a dinosaur, a teacher ... or any other topic of your choice.

--	--	--

First attempt with a partner

First attempt solo

How well did I do?	Self	Peer		
I could choose a topic				
I could write eight lines				
I could write each line as stated in the formula				
Fill your own criteria into this block:				

[LO 3.7.1; 4.1.1; 4.3]

Poems can be such fun!

Find some food poems to read and/or dramatise in groups.

Here is a list of possible poems – just in case you are

stuck:

Zanzibar Pete and Zoom-along Dick by Nancy Chambers

After Breakfast by Roy Fuller

I eat my peas with honey (Anon)

How to open ... by John Fuller

Sweet Song by Vernon Scannell

Late for Breakfast by Mary Dawson

Greedy Dog by James Hurley

The Vulture by Hilaire Belloc

The Flattered Flying Fish by E.V. Rieu

Boa Constrictor by Shel Silverstein

KNOW YOUR WORD POWER!

Select the correct meaning for the word and test your word power!

--	--	--

1. ~~menue~~ queue of people

2. an order form

3. list from which we can order to eat

1. ~~waiter~~ someone who is late for an appointment

2. a servant

3. someone who takes your order and waits on you in a restaurant

1. ~~shere~~ someone who cannot pronounce his words correctly

2. the headman of a tribe

3. a trained cook

1. ~~slipper~~

2. someone who eats out at a restaurant

3. a served meal

1. ~~desert~~ area where nothing grows

2. to run away

3. pudding

1. ~~napkin~~ a linen cloth used as a serviette

2. worn on a baby's bottom

3. a short sleep

1. ~~thead~~ waiter in a restaurant

2. a French dish/meal

3. comes after maitre 'c

1. ~~sheet~~ cloth used to wrap bodies of deceased people

2. a deep dish with lid, usually for soup

3. the female turtle

1. ~~liquet~~ alcoholic drink

2. a lollipop

3. a fizzy cold drink

1. ~~hotard~~ oeuvre:

2. another word for a horse
3. a herd of cattle

CHALLENGE!!

Can you make a sketch incorporating all ten of the words in the illustrations? (Only use the correct ones!)

[LO 6.1.2]

Discussion and role-play (group work)

What do you think these diners are complaining about? Discuss various options with your group members.

Act out this scene.

Firstly dramatise it in a negative and aggressive way, and following that in a positive manner.

Which is the better way of handling the problem?

[LO 1.3; 1.4; 1.6; 2.2.1; 2.2.4; 2.4.3; 2.4.4; 5.1.3]

Complete the speech bubbles



[LO 4.1.1; 4.4.2; 5.3.6; 5.4.1]

DESIGN A LABEL



--	--	--	--	--	--

CHECKLIST		Self	Peer		
		• Is it colourful and bright?			
		• Does it make you think the product is unique?			
		• Is it clear and legible?			
		• Is it set out in a way that is interesting?			
		• Does it have illustrations/graphics?			
		• Does it have a suitable name?			
		• Does it have a super slogan?			

[LO 4.1.3; 5.3.5]

Silent reading: Carefully read through the following passage and decide whether the given statements are True (T) or False (F).

PEANUTS CAN KILL!

It seems laughable that a tiny, tasty snack can cause severe reactions, even death, in most people!

Small children are very good about avoiding nuts if they are allergic to them, and their parents make few mistakes. Children are not in control of what they are given to eat. Mistakes are usually made by the adults who are not their parents. Not many people are aware of the severity of a peanut allergy. Peanuts are not always visible in foods. Some foods contain peanuts in a way that is not obvious and anyone can make a mistake occasionally.

A person who is severely allergic can have a fatal reaction to even the slightest contact with any form of peanut extract. Very few people are aware that peanuts continue to be a common ingredient in foods ranging from biscuits and muesli to crisps and Chinese dishes. Some people are so sensitive that they can develop an allergic reaction if they kiss someone who has eaten a peanut product, or if they eat with an utensil which has been in contact with peanuts.

What is a peanut allergy?

Peanut allergy is a serious and usually life-long allergy which can affect both children and adults. It is more likely to occur in children whose parents already suffer from some sort of allergy.

Who is at risk?

Children whose mothers regularly ate peanuts or peanut products while pregnant are at risk of having this allergy. Peanut allergy is also more common in children who were exposed to peanuts at an early age.

What are the symptoms?

An allergic reaction will occur within half an hour of being exposed to peanuts. A combination of the following symptoms can appear – sometimes within minutes – of exposure: an itching in the mouth or

throat; difficulty breathing and swallowing; a rash and flushed skin; stomach cramps and nausea; weakness, collapse or fainting; increased heart rate.

How does one prevent peanut allergy?

Avoid peanuts in any form

Compile a list of foods to avoid

Read the labels on all foods

Steer clear of any unknown foods.

Inform all teachers, family members, babysitters, friends and their mothers about the allergy and what to do in case of a reaction

Wear a Medic Alert bracelet

Always carry the correct medication, clearly labelled.

			Answers			
1.	Peanuts can cause fatal allergic		T		F	

	reactions.			
2.	Extracts of peanuts can be found in children's biscuits.	T	F	
3.	You cannot react to peanuts if you kiss someone who has eaten a peanut butter sandwich.	T	F	
4.	Peanut allergy only affects adults seriously.	T	F	
5.	Allergic reactions only occur after half an hour of coming into contact with the substance.	T	F	
6.	More than one	T	F	

symptom
can appear
at the same
time during
an allergic
reaction.

7.

Individuals T
with peanut
allergy must
avoid all
contact with
all peanut
products at
all times.

F

8.

It is not T
necessary to
read food
labels, as
peanuts are
always
obvious in
foods.

F

9.

Everybody T
coming into
contact with
the allergic
person
should be
trained or
informed as
to what to

F

		do in the case of an allergic reaction.					
10.		Avoid all forms of ice-cream.	T		F		

[LO 3.1.1; 3.8.1]

FIND OUT

How is an allergic reaction treated?

Can one outgrow an allergy to peanuts?

Is there a cure for peanut allergy?

REAL-LIFE ROLE PLAY

Choose one of the following characters:

a doctor specialising in allergies

a concerned patient

a child with a peanut allergy problem

the child's teacher

What are the questions they could ask each other about the peanut allergy, and what are the answers

they could be given.

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;

1.4 discusses how language is used to create a sense of atmosphere;

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.2 uses interaction strategies to communicate effectively in group situations:

2.2.1 takes turns, stays on topic, asks relevant questions, maintains discussion and responds to other's ideas with empathy and respect;

2.2.3 uses appropriate intonation and facial expressions;

2.2.4 shows sensitivity to the rights and feelings of others during group work.

2.3 uses appropriate body language and presentation skills:

2.3.2 uses appropriate intonation and facial expressions;

2.3.3 adjusts tempo and volume for emphasis.

2.3.4 pauses at appropriate places and adjusts pace to needs of audience;

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of

language.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.7 recognises the different structures, language use, purposes and audiences of different texts:

3.7.1 identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);

3.8 identifies and discusses environmental, cultural

and social values in texts:

3.8.1 identifies and discusses point of view and its purpose and effect;

3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph).

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.2 writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);

4.1.3 writes and designs visual texts expressing

information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.1.4 transfers information from one form into another (e.g. information from a table into a written paragraph or graph);

4.3 produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics);

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level.

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 distinguishes between advantages and disadvantages of something and explains why;

5.3 processes information:

5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;

5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

5.3.6 evaluates and draws conclusions and can explain basis;

5.4 uses language to think creatively:

5.4.1 hypothesises possible results or endings to a sequence of steps or events;

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes/extensions to form words;

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

6.4 develops awareness and use of style:

6.4.1 uses language appropriate for the audience, purpose and context (e.g.

formal / informal register);

Memorandum

Wordpower

Encourage the learners to use a dictionary for this exercise. Answers at the bottom of the page in module.

1. c 2. c 3. c 4. b 5. c 6. a 7. a 8. b 9. a 10. a

Silent reading

1. T 2. T 3. F 4. F 5. F 6. T 7. T 8. F 9. T 10. T

Spelling and the dictionary

ENGLISH HOME LANGUAGE

Grade 5

TICKLE YOUR TASTE BUDS

Module 16

SPELLING AND THE DICTIONARY

Can you still remember how to spell?

Both ‘c’ and ‘g’ have a hard and a soft sound!

Sound these words out loud. Which vowel follows the 'c' and the 'g' in these words?

colour	gone	copper
gate	gold	gutter
cutlery	cup	collar
cattle	college	gap

When 'c' or 'g' are followed by __, __ or __, they have a hard sound.

When 'c' or 'g' are followed by __ or __, they usually have a soft sound.

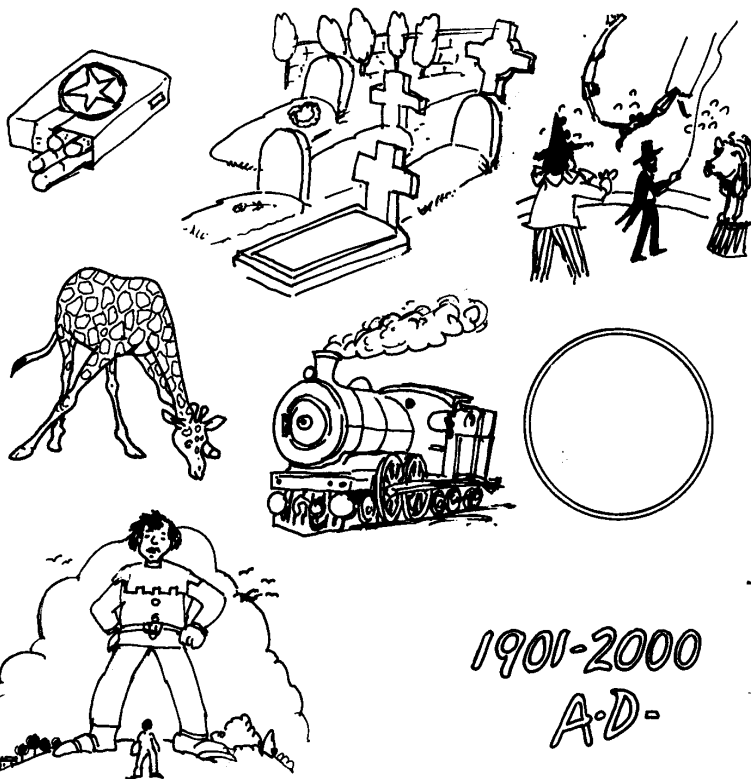
Fill in the missing vowels and match the correct word to the picture:

c__metry
c__ntury
g__raffe
c__rele
g__ant

c_reus

C_g_rette

eng_ne



1901-2000
A.D.-

[LO 6.1.4]

USING THE DICTIONARY TO UNDERSTAND PARTS OF SPEECH

The dictionary divides the entry words into eight groups called parts of speech:

--	--	--	--	--	--	--

adjective - <i>adj</i>	noun - <i>n</i>	verb - <i>v</i>	adverb - <i>adv</i>
preposition - <i>prep</i>	Conjunction - <i>conj</i>	pronoun - <i>pron</i>	interjection - <i>interj</i>

1. The part of speech is abbreviated and can appear at the beginning of an entry or near the end. What part of speech is the word **barn**?

barn (barn) *n.* a building used to shelter farm animals and to store grain.

2. Many words (like the word **barn**) are always the same part of speech. Some words, however, change from one part of speech to another. This depends on how the words are used in sentences.

coop (coop) *n.* 1. a pen for keeping animals such as rabbits or chickens; -*v* 2. to put or confine in a coop; 3. to keep in a small area. (The dog was *cooped* up all day in the house.)

The word **coop** is a verb in meaning nr _ and _, and a noun in meaning nr _.

3. Look up the word **light**. Write a short sentence using **light** as a:

--	--	--	--

(a)	noun		
(b)	verb		
(c)	adjective		

USING ENTRIES TO FIND INFORMATION

As we all have dictionaries, I will supply you with the definitions for this exercise.

beard /beerd/ *n* & *v* **n* 1. **gaff** /gaf/ *n* & *v* *, 1a. a hair growing on the chin and lower cheeks of the face. 2. a similar tuft or part on an animal (esp. a goat). **v. tr* oppose openly; defy. **bearded** *adj.* bent. **v. tr*. Seize (a fish) **beardless** *adj.* with a gaff.

cookhouse /kook-howss/ **teacake** /teekayk/ *n.* 1. a camp kitchen 2. an *British*. a light yeastbased outdoor kitchen in warm countries. 3. a ship's galley. usually sweet bun eaten at tea, often toasted.

4. Look at the word **beard**.

(a) What does it mean?

(b) What part of speech is it?

(c) What is the adjective form of the word?

5. How many meanings does **cookhouse** have?

6. Look at the word **gaff**.

(a) What does the “n” and “v” stand for?

(b) How many definitions are listed?

7. From which language is **teacake** derived?

8. Any entry word may be listed more than once.

The multiple entries are called homographs.

Homographs are words which are spelled alike, but have different meanings and origins. Look at the word gall.

A: **gall** /gawl/ *n.* 1. Impudence 2. asperity, rancour.
3. bitterness, anything bitter. 4. the bile of animals.
5. the gall-bladder and its contents.

B: **gall** /gawl/ *n & v* *1. sore on the skin made by chaffing. 2. a place rubbed bare. **v. tr.* 1. injure by rubbing. 2. vex, annoy, humiliate.

C: **gall** /gawl/ *n.* 1. a growth caused by insects or fungus on plants and trees, esp. oak.

--	--	--	--	--	--	--

(a) Which gall is produced in the body?	A		B		C	
(b) Which gall swells up leaves of plants?	A		B		C	
(c) Which gall hurts?	A		B		C	
(d) Which gall is caused by irritation?	A		B		C	

9. Use your dictionary to find these words which all begin with 'tu'.

(a) smart jacket for formal occasions: tu _ _ _ _

(b) a greenish blue colour: tur _ _ _ _ _

(c) a tasty fish: tu _ _

(d) someone who teaches or instructs: tut _ _

(e) a kind of headdress: tu _ _ _ _

(f) small tower: tur _ _ _

(g) a water tortoise: tur _ _ _

(h) stiff net skirt worn by ballet dancers: tu _ _

[LO 6.1.1; 6.1.3; 6.1.4]

Assessment

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes/extensions to form words;

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions;

6.2.6 consolidates use of punctuation learned so far.

6.4 develops awareness and use of style:

6.4.1 uses language appropriate for the audience, purpose and context (e.g.

formal / informal register);

Memorandum

C and g: When 'c' or 'g' are followed by **a, o or u** they have a hard sound.

When followed by **e or i**, they have a soft sound.

cemetery

century

giraffe

circle

giant

circus

cigarette

engine

Dictionary

1. noun
2. The word **coop** is a verb in meaning nr **2 and 3** and a noun in meaning nr 1.

Look at the word **beard**.

• What does it mean	hair growing on the chin
	of a man or a goat
• What part of speech is	noun
• What is the adjective	bearded or beardless?

5. How many meanings does cookhouse have?	3	
--	---	--

• From which language is	British	cake derived?

1. Which gall is produced in the body?	A
1. Which gall swells up leaves of plants?	C
1. Which gall hurts?	D
1. Which gall is caused by irritation?	B

Nr 8

Use your dictionary to find these words which all begin with 'tu'.

- smart jacket for formal occasions: **tuxedo**
- a greenish blue colour: **turquoise**
- a tasty fish (delicious when tinned): **tuna**
- someone who teaches or instructs: **tutor**
- a kind of headdress: **turban**
- small tower: **turret**
- a water tortoise: **turtle**
- stiff net skirt worn by ballet dancers: **tutu**

Hobbies and interests

ENGLISH HOME LANGUAGE

Grade 5

PEOPLE WITH PASSION

Module 17

HOBBIES AND INTERESTS; OPINIONS

PEOPLE WITH PASSION!

Most people are interested in something.

Some people, however, are quite fanatical about their hobbies and interests.

Do a survey in your class about hobbies and interests

JUST A THOUGHT!

Many of today's famous sportsmen and women started out by just **enjoying** the game!

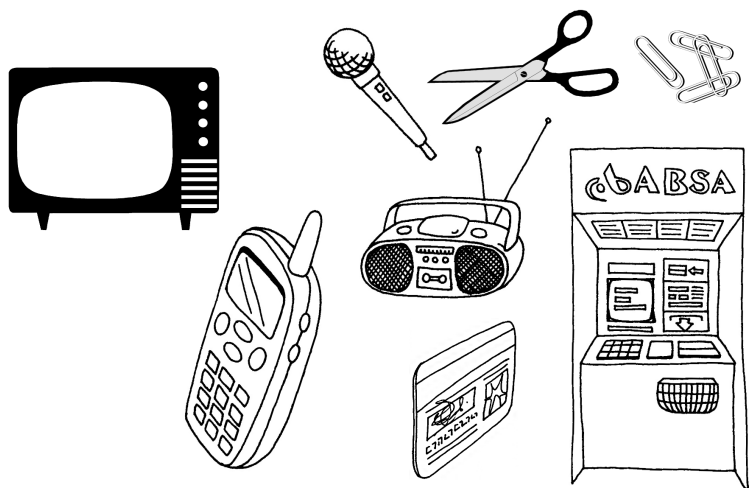
[LO 2.1.3; 3.10; LO 5.3.1]

SAY YOUR SAY!

Select one of these inventions and state your point of view as to whether

-- it is the best / worst invention ever

-- and why.



You might not necessarily agree with what other people say.

What should your reaction be when you disagree with someone?

And when you agree?

[LO 2.1.1; 2.4.2; 3.11; 5.1.3]

OPINIONS:
ASSESSMENT
BY
EDUCATOR
0 =

Difficulty1

= Not
coping.

Aid
needed.2

=

Needs
practice.3

=

Satisfactory.4

=

Very
well
done.5

=

Excellent.

Competent.

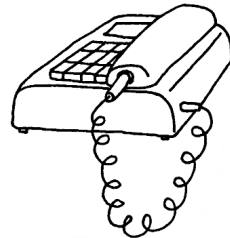
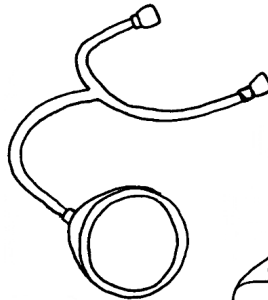
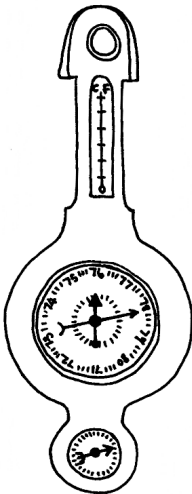
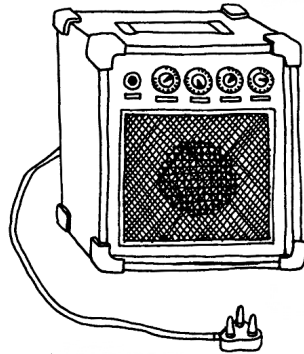
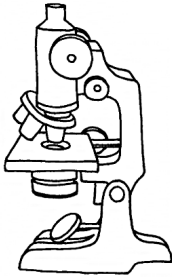
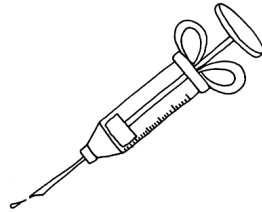
1. Speaks clearly, at an appropriate pace5

1. Good reasoning2 Well thought out. 5

1. Maintains eye contact.3 Audience clearly
interested5

1. Confident1 2 3 4 5

Match each invention listed below, to its use:



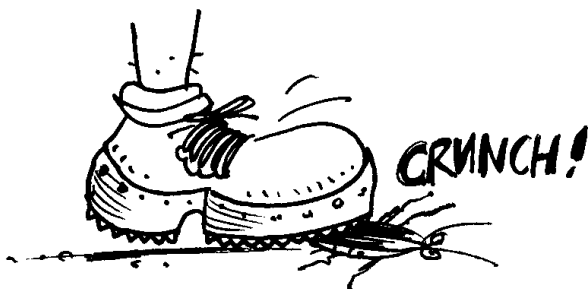
1. instrument for measuring atmospheric pressure
2. device used in sound-reproduction systems
3. device used to increase the sound of e.g. a musical instrument
4. used for two-way communications

5. electrical device used for transmitting speech along a wire
6. optical instrument used to magnify small objects
7. used for injecting fluids or cleaning wounds

instrument for listening to the sounds made within the body.

[LO 3.11; 6.1.3]

READ ALL ABOUT IT!



What is your opinion? Send us your point of view for publication.

‘Cricket Cruncher’ Causes Chaos

Mr Ivan Idea’s newest invention to eliminate crickets has caused much dissention amongst insect and animal lovers.

His ‘cricket cruncher’ shoes, designed to squash (in his words) “those little black monsters”, have cynics smiling and insect and animal lovers irate. “The

man is cruel!,” is the general feeling of the public.

- State an opinion **against** these crickets,
- State an opinion **in favour of** the crickets

Select an interesting news article.

Read it and tell what you have read to your partner, the group or your class.

Is it a good article?

Why?

Why did you choose it?

What is it about?

If you were a journalist, how would you change the angle of the article?

[LO 2.1.2; 2.1.3. 3.11; 5.4.4]

Assessment

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone);

2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);

2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;

2.2 uses interaction strategies to communicate effectively in group situations:

2.3 uses appropriate body language and presentation skills:

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.6 predicts content or ending;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.3 describes and analyses emotional response to texts;

3.9 understands and responds appropriately to a range of information texts:

3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;

3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 distinguishes between advantages and disadvantages of something and explains why;

5.3 processes information:

5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;

5.3.3 organises information under different headings;

5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

5.3.6 evaluates and draws conclusions and can explain basis;

5.3.7 evaluates and draws conclusions and can explain basis;

5.4 uses language to think creatively:

5.4.4 experiments with visual and sound effects of language;

5.4.5 explores associations of words and concepts to get new angles on topics.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.

6.3 works with texts:

6.3.3 shifts from one tense to another consistently and appropriately;

6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

Memorandum

Inventions :

1. barometer
2. microphone
3. amplifier
4. radio
5. telephone
6. microscope
7. syringe
8. stethoscope

Newspapers and a play

ENGLISH HOME LANGUAGE

Grade 5

PEOPLE WITH PASSION

Module 18

NEWSPAPERS AND A PLAY

PAPER WORK!

What catches your eye first when you read the newspaper?

the picture or photograph?

the headline?

the actual report or story?

Write eye-catching headlines for the following:

(1)

Lions in the Kruger National Park have been put on diet. Game rangers complained that the lions are too well fed, are gaining too much weight and have become very selective about what they will eat.

(2)

The Boswell Wilkie Circus has closed down due to rising costs and expenses.

(3)

A miracle drug is set to cure HIV. Dr A. D'ZES claimed yesterday that the medication, made from the potato plant, has been thoroughly researched and has had favourable results.

(4)

John Smith proposed to Kira Holt of Durbanville before the start of the movie at Malmerbury Drive-In last night. "Of course I said yes," beamed Kira. "and did not even hesitate!"

(5)

The burglar was spotted stuck between the window bars and the owners woke the next morning. The police were called out to arrest him and were highly amused to find him already "behind bars".

[LO 4.1.3]

Write a brief report to match each of these headlines:



[LO 4.4.3]

CUT AN ARTICLE OUT OF THE LOCAL NEWSPAPER. READ IT OUT LOUD TO THE MEMBERS OF YOUR GROUP. What is your opinion as to what you have read?

For group work, your class could make a scrapbook of all the articles. Other classes and teachers might like to have a look at it – and be inspired! Donate your scrapbook to the school principal or the library.

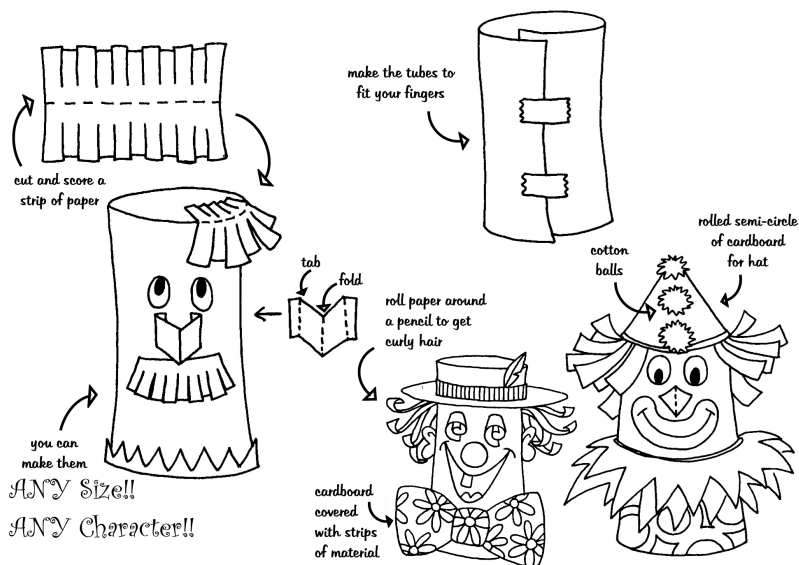
[LO 3.3]

GROUP WORK

CRAFTY CHARACTERS...

FINGER PUPPETS

YOU WILL NEED: Stiff paper; cardboard; empty toilet rolls. Pair of scissors and good glue. Coloured scraps of paper; raffia; wool. Corrugated cardboard; bits of fabric. Adhesive tape. Ribbon; string; pencils and kokiis



CHALLENGE!

- think of a story, using your characters
- dramatise the story

[LO 3.9.2]

POINTERS!

(to help you write your play)

Plan the story → (what will happen)



discuss
and refine



write your
first draft



revise it



write another draft **and revise it again**



write a FINAL DRAFT

CHECKLIST

- | | | |
|--|-----|----|
| 1. We planned our story. | YES | NO |
| 1. We all had input in deciding what the story is about. | YES | NO |
| 1. We all agreed on the characters and the plot | YES | NO |
| | | |

1. We wrote the necessary drafts and revised them as we went along.	YES	NO
1. We were satisfied with our final draft.	YES	NO
1. This was an enjoyable task.	YES	NO

[LO 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7]

ASSESSMENT: WRITING THE PLAY						
Plot (storyline)	Exciting, and challenging.	Mediocre storyline. Little challenge.	Very little happens. Low interest level.			
		3	4 - level.2 - 1			

As a class, discuss and decide two more criteria to use when assessing your play.

Now, perform your play!

[LO 2.4.1; 2.4.2; 2.4.3; 2.4.4; 5.4.4; 6.3.3]

Assessment

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone);

2.1.2 uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);

2.1.3 shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;

2.2 uses interaction strategies to communicate effectively in group situations:

2.3 uses appropriate body language and presentation skills:

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.6 predicts content or ending;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.3 describes and analyses emotional response to texts;

3.9 understands and responds appropriately to a range of information texts:

3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;

3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.2 develops and organises ideas through a writing process:

4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;

4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;

4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;

4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;

4.2.6 proofreads and corrects final version;

4.2.7 submits final draft and reflects on assessment of the piece;

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level;

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 distinguishes between advantages and

disadvantages of something and explains why;

5.3 processes information:

5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;

5.3.3 organises information under different headings;

5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

5.3.6 evaluates and draws conclusions and can explain basis;

5.3.7 evaluates and draws conclusions and can explain basis;

5.4 uses language to think creatively:

5.4.4 experiments with visual and sound effects of language;

5.4.5 explores associations of words and concepts to get new angles on topics.

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and

grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.

6.3 works with texts:

6.3.3 shifts from one tense to another consistently and appropriately;

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Describing words: Adjectives

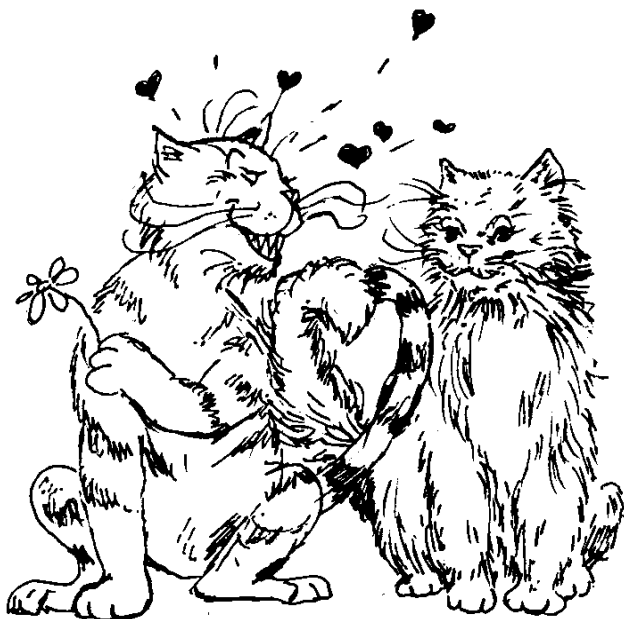
ENGLISH HOME LANGUAGE

Grade 5

PEOPLE WITH PASSION

Module 17

DESCRIBING WORDS: ADJECTIVES



Punk-cat, the love-struck tom, gazes adoringly into Pasha's green eyes. She purrs contentedly, while flicking her long fluffy tail quickly and arching her slender spine slowly.

Find the describing words:

Underline all the nouns in RED.

Underline all the verbs in GREEN.

Find the words that tell us more about (describe) the nouns. Circle them in RED.

Find the words that tell us more about (describe) the verbs. Circle them in GREEN.

These describing words have special names.

A word that describes the noun is called
an**ADJECTIVE**.

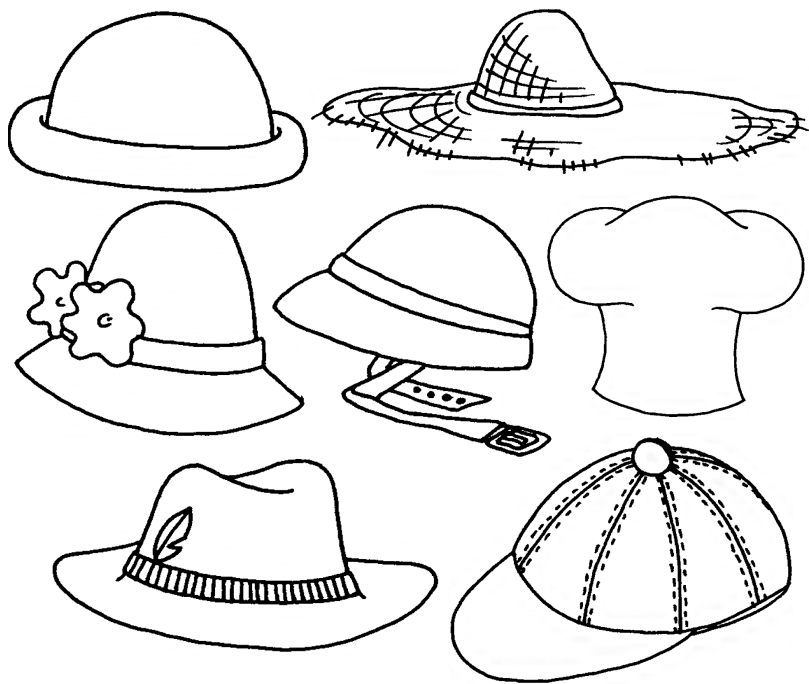
A word that describes the verb is called an**ADVERB**.

ADJECTIVES

1. Let's take a look at adjectives in greater detail.

Gemma's wagging tail has jumbled up these words.
Sort the words into categories and give each
category a name. Place the words into the given
'hats'.

slow	round	rectangular	lazy	sweet
woolly	bitter	rapid	square	lonely
happy	rough	overcast	sunny	fast
oblong	sour	sad	jerky	smooth
triangular	cold	knobbly	tasteless	content



Adjectives tell us more about the person, place, etc.

Fill in the missing adjectives:

- The _ man smacked the _ boy hard and he cried.
- The _ pear in my lunchbox smelled rotten.
- _ teachers accept _ work from _ pupils.
- The _ child behaved badly when he kicked the _ dog.
- The _ lady is reading a _ book.

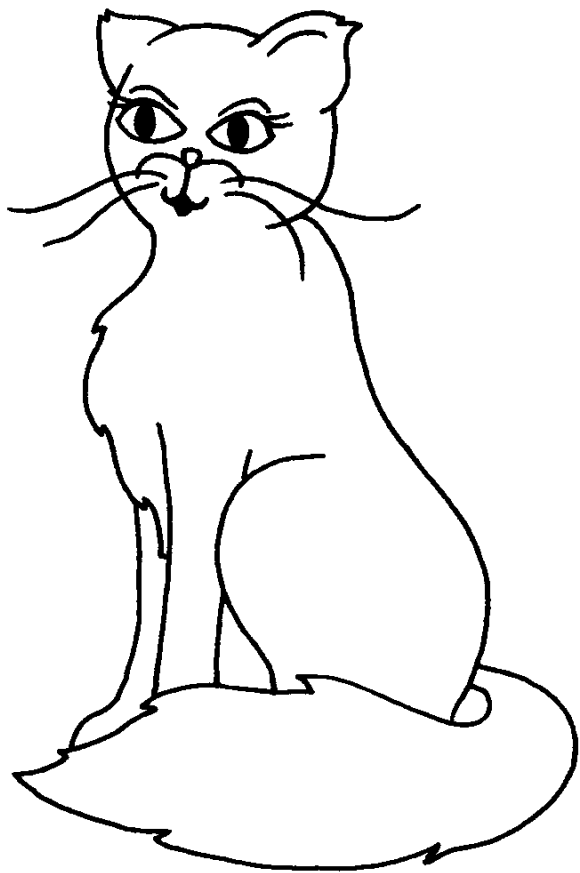
1. Which of the following two paragraphs is more interesting to read? Why?

- Sonia Bata collects shoes as a hobby. These artefacts are stored in a building shaped like a box.
- Sonia Bata collects various shoes as a fascinating hobby. These ancient artefacts are stored in an interesting building shaped like a rectangular box.
- Expand the following sentence, using adjectives.

The professor sold his invention to the manufacturer for a sum of money.

1. Take a look at the two pictures below and describe what you see. Write at least two descriptive sentences per sketch. Once you have finished, count how many adjectives you have used.





[LO 4.4.2; 5.3.3; 6.2.3; 6.6]

Assessment

LO 4

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Memorandum

Describing words

Nouns: tom-cat; eyes; tail; spine

Verbs; gazes; purrs; flicking; arching

The words describing the nouns are Adjectives. The words describing the verbs are Adverbs.

Answers to the task involving categorising words into hats

Movement	Shape	Taste	Feelings/emotions	Weather	Feel/Touch
slow	jerky	salty	lonely	content	woolly
rapid	round	sweet	happy	sunny	rough
fast	rectangular	bitter	sad	overcast	(smooth)
jerky	square	sour	(cold)	(cold)	knobbly
	oblong	tasteless	content		

By placing the words in the ‘hats’, the learners are experiencing and categorising the words. This is a good activity and quite enjoyable. Friendly debates as to which word fits where and why are to be expected. Challenge the learners by making them add to the lists, or to begin a totally new list in the remaining hat !

Exercise 2:

So often the children only use the words ‘good’, ‘bad’ and ‘nice’ (even the word ‘ugly’) – mostly incorrectly, or in the wrong context. This exercise

aims to encourage the learners to think of, and to use, other descriptive words. More than one answer could be correct.

Exercise 3:

Second paragraph is more interesting. The learners should be able to tell you that the paragraph is more interesting because there is more information. (It has been ‘coloured in’.)

Comparing Adjectives

How do I know when to use which form of the word.

- **CLUE:** When **comparing two**, add *ier* to the end of the word.

When **comparing three** or more *addiest* to the end of the word.

Exercise 1

one	two	three or more
1. large	larger	largest
1. tall	taller	tallest

1. poor	poorer	poorest
1. naughty	naughtier	naughtiest
1. silly	sillier	silliest
1. hard	harder	hardest
1. quick	quicker	quickest
1. old	older	oldest

Describing words: adjectives and adverbs

ENGLISH HOME LANGUAGE

Grade 5

PEOPLE WITH PASSION

Module 20

DESCRIBING WORDS: ADJECTIVES AND
ADVERBS

COMPARING ADJECTIVES

small			smaller			smallest		
happy			happier			happiest		

Three different forms of each word (**small** and **happy**) have been used.

How do I know when to use which form of the word.

CLUE: When comparing 2, add _ to the end of the word.

When comparing 3 or more, add _ to the end of the word.

This will help!

- double the final consonant if it follows a short vowel, e.g. fat **fatter** **fattest**
- In words ending in **y** , the **y** changes to **i** before adding **-er** or **-est** e.g. happy **happier**; **happiest**.
- If the word ends in **e**, only add **-r** or **-st**, e.g. pale **paler** **palest**
-
- Try these:

--	--	--	--	--

one	two	three or more
larger		
		tallest
	poorer	
naughty		
	sillier	
	harder	
		quickest
		oldest

bad	worse	worst
good	better	best
much	more	most
little	less	least
dead	dead	dead

Rewrite the following, using the proper form of the adjective in brackets.

- Bill Gates is the (rich) man in the world.
- Andrea is (young) than Pete.
- It was the (worse) toothache I have ever had.
- It is the (less) I can do to help.
- ○ My toads hops the (fast) of all the toads.

•

Adjectives with three or four syllables don't sound right when -er or -est are added. So, we use **more** or **most**.

It is **more dangerous** to climb a mountain without a safety harness.

1. That bicycle is _ **expensive** than this one.
2. This is the _ **comfortable** chair in which I have ever sat.
3. You must be _ **careful** with your books, Anne!
4. This is the _ **exciting** story I have ever heard.
5. He is the _ **impatient** person I know.

Can you think of any others like this?

[LO 4.4.2]

JUST FOR FUN.

“PICTURE-A-NOUN!”

1. Think of a noun.
2. List 15 – 20 words describing this object.
3. Create a “picture” outline of this object, using your descriptive words.

(earthworm)

ADVERBS

Let's recap

An adjective describes the and an adverb describes the **ACTION!**

Let's play a game! This is how it works:

1. Decide on an adverb, e.g. *quickly*.
2. Don't tell anybody what you have chosen.
3. A volunteer goes to the front of the classroom and the class gives him or her an action to do, e.g. brushing his teeth.
4. He then has to act out the action of, e.g. brushing these teeth, in the manner of the adverb he has chosen.
5. The class must guess what his adverb is.
6. Each person has a turn to act.

Choose an adverb from the puffy cloud. Use it in a sentence.

Select the most suitable adverb from between brackets.

1. He cuddled the tiny puppy (roughly; tenderly; quickly).
1. A huge bear attacked the tourist (savagely; carefully; weakly).
2. My strong friend lifted the crate (easily;

- weakly; unhappily).
3. The whale chased the fish (lazily; slowly; hungrily) round the bay.
 4. The exhausted crew sailed their yacht (energetically; carelessly; slowly) into the harbour.

Adverbs tell us HOW, WHEN and WHERE

Now fill in the missing adverbs, rewriting the sentence in full and using the word in brackets as a clue.

1. He ran to the shop _ (when)
2. He ran to the shop _ (how)
3. (When) _ I paid all the accounts.
4. (How) _ he got off his chair and stomped out of the room.
5. She ran _ (where)
6. I have searched _ (where)

Complete these sentences by filling in the missing adverbs:

1. Mr Riddle grew (how) _ excited when he saw his formula

working.

1. He (how) _ pressed a large button and a (how) _ rumbling came from the test tube.
2. (when) _ the whole contraption began to shake

(how) _ and gas began to hiss (where) _ out of various tubes.

3. Mr Hugland noticed (when) _ those bubbles were creeping

(how) _ up the insides of the little glass tubes and squirting

(how) _ into the great jar (where) _ .

Adverbs and Adjectives

As busy as a bee! Well done!	Able as an ant! Good work	Still a little sleepy!Need to concentrate a little harder

Assessment

LO 4

WRITING

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factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

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4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level;

Memorandum

Exercise 1

one	two	three or more

1. large	larger	largest
1. tall	taller	tallest
1. poor	poorer	poorest
1. naughty	naughtier	naughtiest
1. silly	sillier	silliest
1. hard	harder	hardest
1. quick	quicker	quickest
1. old	older	oldest

Exercise 2:

1. richest
2. younger
- 3.
4. worst
5. least
6. fastest

Exercise 3:

1. That bicycle is **moreexpensive** than this one.
2. This is the **mostcomfortable** chair in which I have ever sat.
- 3.
4. You must be **morecareful** with your books, Anne!
5. This is the **mostexciting** story I have ever heard.
6. He is the **mostimpatient** person I know.

Adverbs:

There is no definite answer for any of the exercises.
They have to make sense to be correct.

Listening and reading

ENGLISH HOME LANGUAGE

Grade 5

PEOPLE WITH PASSION

Module 21

STORIES: LISTENING AND READING

LISTENING SKILL:

Listen to your teacher as she reads the following

extract to you. Listen carefully a second time.

What is this extract about (main idea)? Tell this in only two sentences.

[LO 1.2]

Do NOT read this in advance! Fold your page up to cover up the extract.

HE SAVED THE DAY!

With only days to go to her June 28 1881 wedding, the young bride-to-be was anxious. Her wedding cake was on a sailing ship waiting beyond the Knysna Heads for calm waters in order to cross into the lagoon.

An old chemist, Mr Groan, saved the day. He baked a three tier cake using Royal Baking Powder. It and the wedding were a great success!

Mrs Melville (the bride!) could have been very disappointed without Royal Baking Powder, the raising agent which since 1863 has guaranteed perfect baking results.

Royal's reliability changed baking forever. Agents such as yeast and pearlash had been used since the Egyptians in 1000 BC, not always successfully. Bread, cakes and scones were often acidic or discoloured.

Mr Groan could not have known how his good deed changed baking forever.

To here

↑

✂

↑

↑

✂

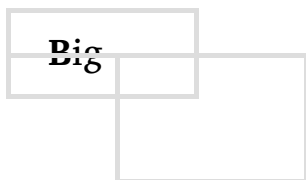
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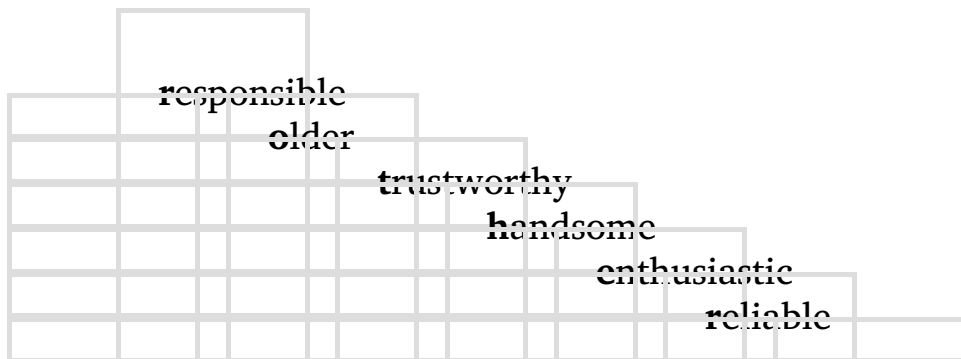
FOLD

[LO 6.1.4]

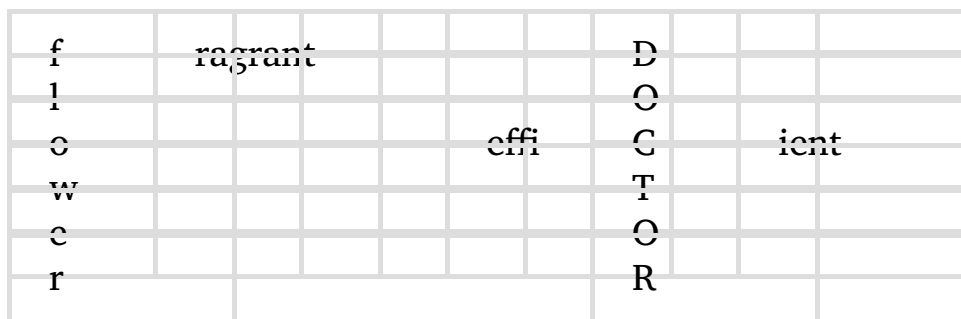
Acrostic poems . . .

Choose a word. Write the letters vertically with words that describe the topic, e.g.

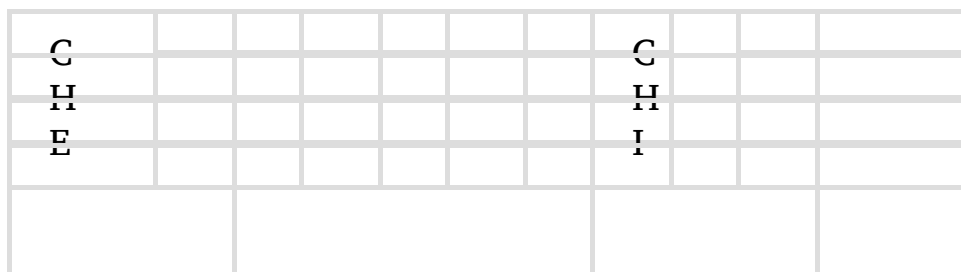




Now try to complete these:



Now try these on your own or with a partner:



volunteer, fell in (5) ___ with the baby in the mere minute

that he (6) ___ at her. Her resistance crumbled and she soon

moved him to her family (7) ___ in Pinelands. Wendy took

time off from her studies to be a full-time (8) ___ to him

and now, two years later, with Thulani a healthy (9) ___

attending playschool, she has returned to her (10) ___ and

studies.

Wendy has plans to adopt Thulani, but will have to wait until she turns 24 before she can legally adopt her son.

(Adapted/rewritten from an article in the *Reader's Digest/The Argus* – D. Caelers)

[LO 3.1.6]

LET'S READ!

Do you still remember what we learnt in a former

module?



PITCH!



PACE



PAUSE

In this module we are going to practise these three concepts again.

CHALLENGE!

Find an exciting story (use the library!) – one with **PLENTY** of action and suspense – and select a really exciting section to practice and **READ!**

[LO 3.1.8]

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.2 identifies the main message and themes in oral texts and relates them to everyday life.

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

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3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

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4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary,

humorous anecdotes, story, poem);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.2 develops and organises ideas through a writing process:

4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;

4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;

4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;

4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;

4.2.6 proofreads and corrects final version;

4.2.7 submits final draft and reflects on assessment of the piece;

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level;

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.

6.3 works with texts:

6.3.3 shifts from one tense to another consistently

and appropriately;

6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

Memorandum

Spelling: sketch ; much ; scratch.

Silent reading:

Possible answers:

At three (1) **months** old he was so ill it was believed that he was dying of Aids, and he was (2) **sent / transferred** to the Red Cross Children's Hospital. He was so (3) **sick / ill** that it had been decided that no attempts should be made to resuscitate him if he got any sicker.

Wendy Tuffin, a 22-year-old psychology (4) **student** and hospital volunteer, fell in (5) **love** with the baby in the mere minute that he (6) **looked / smiled / gazed** at her. Her resistance crumbled and she soon moved him to her family (7) **home** in Pinelands. Wendy took time off from her studies to be a full-time (8) **mom / mother / parent** to him and now, two years later, with Thulani a healthy (9) **toddler / child / 3 year old** attending playschool,

she has returned to her (10) **books** / **classes** and studies.

Comprehension

ENGLISH HOME LANGUAGE

Grade 5

THAT SINKING FEELING

Module 22

COMPREHENSION



De Jonge Thomas

June 1, 1773 – Table Bay, Cape Town

The story of the wreck of *De Jonge Thomas* is one of the most remarkable in the history of Table Bay. It was to this ship that the legendary Wolraad Woltemade rode his horse into the raging sea to save lives.

De Jonge Thomas was lying anchored in Table Bay, along with 3 other ships belonging to the DEIC. These vessels should never have been there as it was the Company's ruling that no ships should be anchored in the bay after May 15; due to the Cape's unpredictable winter weather.

A gale had been blowing hard and prevented the ships from sailing. The Captain of *De Jonge Thomas* decided to attempt to beach the ship in a favourable spot, rather than have it driven ashore at the mercy of the storm. However, on impact the ship swung

broadside (sideways) to the beach, mountainous waves broke over her and within minutes of beaching, she broke her back.

Soldiers were sent down to the beach to assist in the salvaging of the cargo and to offer help to the sailors aboard the wreck. As always, their first task was to erect a **gibbit** on the beach to hang any **looters**.

Wolraad Woltemade rode down to the beach to bring his son, a soldier, some food. He rode his horse, an excellent swimmer, into the raging surf and managed to rescue two sailors. He repeated this 6 times before collapsing with exhaustion. Hearing the despairing cries from the wreck, he rode out into the sea again – but this time too many sailors grabbed onto his horse and both he and the horse, and the sailors, drowned in the waves.

(Taken/adapted from *Shipwrecks of the Western Cape*, by Brain Wexham)

COMPREHENSION

In your groups discuss the following and answer the following questions about the extract you have read:

- Find a word in the passage which:
 - ☐ means ‘to rescue’
 - ☐ is the opposite of ‘to demolish/break

down'

- ☐ means 'a strong wind or storm'
- ☐ means 'extreme tiredness'

- Explain in your **own words** why the DEIC did not want ships to anchor in the bay during the winter season. Give 2 reasons.
- Why did the Captain decide to move his ship to a more favourable spot?
- What happened to the ship when “**she broke her back**”?
- What . . .

- ☐ is a **gibbit** used for?
- ☐ would you be doing if you were **looting**?
- ☐ would you be doing if you were **assisting** someone?

- How many sailors did Wolraad Woltemade save?

[LO 3.1.1]

7.

What is
your point
of view?

POINTS TO PONDER!
POINTS OF VIEW!



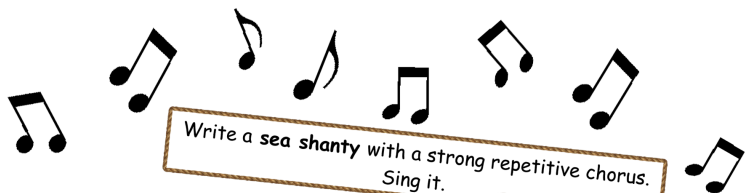
1. The soldiers were responsible for the death of Woltemade.

2. The sailors he was trying to help, were responsible for Woltemade's death.

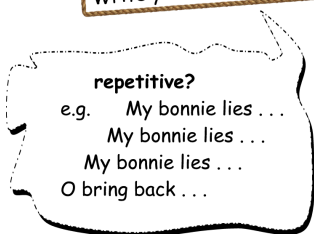
[LO 1.6]

HOW DID WE MANAGE?

	YES
Did we listen to each other?	
Did everyone have a chance to speak?	
Did we use our time well?	
Did we respect someone else's point of view?	
Did we listen quietly before responding?	



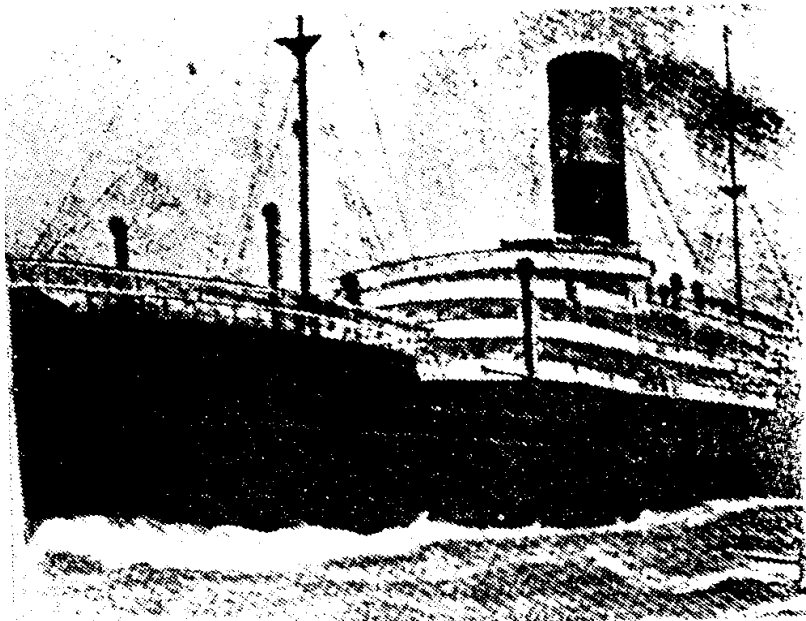
Write your **sea shanty** down! Mind the spelling!



REMINDER! Group work
can only be successful, if
you

- take turns!
- stick to the topic
- ask relevant questions
- respect others' opinions
- listen
- give constructive feedback

[LO 2.2.2; 3.6]



Waratah

The ‘unsinkable’ ship that vanished without a trace

At 6pm on the evening of Monday, 26 July 1909, the steamship, *Waratah*, pride of Lund’s Blue Anchor Line, left Durban harbour and sailed in a south-westerly direction for Cape Town, where she was scheduled to arrive on the morning of Thursday, 29 July – before continuing the *voyage* to London.

On the night of 28 July 1909, the ‘unsinkable’ steamship, Waratah, with 211 passengers and crew on board, vanished without a trace route from Durban to Cape Town. No trace of the vessel has ever been found.

Did she catch fire and sink before there was time to

launch the lifeboats? Was she engulfed by a tremendous mid-ocean vortex caused by an underwater earthquake? Had she steamed head-on into a gigantic wave and been buried by thousands of tons of water? If this did occur, the *Waratah* may well have slid into a trough, and simply been engulfed. Perhaps the *Waratah* suffered engine or steering failure and, while labouring in heavy seas, a giant wave stoved in her fore hatch. Could a series of freak waves have caused the *Waratah*, described by many passengers as 'top-heavy', - due to the coal she was carrying -, to heel over and overturn in the water?

No-one knows for certain why the *Waratah* went down... perhaps the most curious factor of all is not that she went down, but that no *evidence* of the sinking was left at the water's surface!

(Taken/adapted from *Unsolved Mysteries of Southern Africa*, by Rob Marsh)

COMPREHENSION

Answer the following questions about the piece you have just read.

- Use a dictionary to find the meanings of the words printed in **bold/italics** in the extract:

- ☐ continuing the *voyage*
- ☐ of the *vessel*

- no **evidence** of the sinking
- The following statements are **false**. Correct them:
 - The *Waratah* was a modern sailing ship.
 - A survivor – who described the events – was found washed up.
 - The *Waratah* left London for Cape Town.
- **Underline or circle the correct answer:**

The *Waratah* mysteriously disappeared on a [(a) Tuesday; Wednesday; Thursday] [(b) morning; afternoon; evening.]

- **Answer the following questions:**
 - What does this mean: "pride of Lund's Blue Anchor Line"?
 - What was so special about this particular steamship?
 - What is the most fascinating fact about the sinking of the *Waratah*?
- **Complete these sentences, so as to make the statements true:**
 - There were more than _ on board the ship.
 - Researchers have never been able to find the wreck of the ship, because _

[LO 3.1.1; 3.1.2; 3.1.3]

JUST FOR FUN!

See what information you can find about the sinking of the Waratah.

In an issue of The Argus in 1997, it was reported that progress is being made in solving this mystery.

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;

1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;

1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone’s efforts, disagreeing with someone);

2.2 uses interaction strategies to communicate effectively in group situations:

2.3 uses appropriate body language and presentation skills:

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in

less familiar situations;

2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.6 predicts content or ending;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.3 describes and analyses emotional response to texts;

3.9 understands and responds appropriately to a range of information texts:

3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;

3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

Memorandum

Comprehension:

1.

- save

(b) salvage

(c) gale

(d) exhaustion

2. (own words – no ships anchored there as a ruling;
Cape's unpredictable winter weather)

3. so that it would not be driven ashore by the
storm

4. her keel broke / she broke in half / broke in two

5.

(a) hanging people

(b) stealing goods

(c) helping or aiding

6. 12

Comprehension:

1. Depending on the source used, there could be more than one correct answer:

(a) trip

(b) ship

(c) proof

2. Learners must provide proof from the reading that the statement is false.

3.

(a) Wednesday

(b) Evening

4.

(a) their best / their flagship

(b) unsinkable

(c) vanished without a trace

5.

(a) 200 (were 211 on board)

(b) it vanished without a trace / no evidence of where it went down.

Reading

ENGLISH HOME LANGUAGE

Grade 5

THAT SINKING FEELING

Module 21

READING

Read the article (Text 1) on the next page carefully.

What is this article about (main idea)?

What do we learn from this article about Tony Bullimore’s character? And motivate ‘why’!

What?	Why?
-------	------

What did you read about Tony Bullimore that was positive? And negative?

What do you find interesting about this article?

Take turns with your partner, reading out aloud.
Assess each other. Fill in the missing criteria.

ASSESS YOURSELF AND YOUR PARTNER			
	My reading		's reading
Loud enough			
Reads clearly			
Has eye contact			
Reads fluently			
Appropriate			

speed				
Confident				
Well prepared				

[LO 3.3; 3.4]

Read the article marked **text 2**:

- How does this article differ from the article marked **text 1**?
- Which newspaper/magazine article is more sympathetic/negative in the way of reporting?
- How do you know that?
- Have the writer’s different views/opinions of the person/event? What are they?

[LO 3.3; 3.4; 3.8.3]

TEXT 1

Trapped under his capsized yacht – brave sailor’s battle to survive

Four dark days in an air bubble

He lay curled up in the cramped space, trying to survive the bone-chilling cold. But not even his specially designed survival suit could keep him warm.

Tony Bullimore had no idea how long he'd been trapped in the pitch darkness of his capsized yacht. Two days? Three?

He'd fashioned a crude hammock from cargo netting after the cabin had begun flooding. It now hung about a metre down from the floor of the upturned yacht, only centimetres above the sloshing, freezing water.

If he wanted to turn over or change position he first had to get out of the hammock, which put him up to his neck in the icy water.

Tony's thoughts were in a turmoil. He thought of his wife, Lela, and his family in England. He would have been reported missing by now and they'd be very worried.

He knew he had to keep his hopes up, but it wasn't easy. After all, he was somewhere in the remoteness of the great Southern Ocean. The closest land was Antarctica or Australia, both about 2 500 km away.

His fresh water supply was almost exhausted and all he had to eat was a slab of chocolate. How long would the air trapped beneath the upturned hull keep him alive?

He couldn't help feeling the end was near. At 57 he'd had a full and rewarding life. It was time to come to terms with his fate, he thought. He just

hoped Lela would . . .

Suddenly his thoughts were interrupted by loud banging above him. Tony sat up, his heart racing. On a number of occasions he'd thought he heard sounds of possible rescue, only to find the noise had been caused by some loose equipment rolling about.

Bang-bang-bang! This time it was unmistakable.

Desperately he hunted around for something to bang back with, but in the end had to use his fists. "I'm coming out! I'm coming out!" he yelled.

Tony took a few deep breaths, dived into the icy water and swam out from under the upturned hull. With bursting lungs he surfaced outside.

He was greeted by the most wonderful sight he'd ever seen – rescue workers in bright orange jackets in an inflatable craft. Behind them was the Australian Navy's frigate HMAS Adelaide. A helicopter hovered overhead.

"It's a miracle! It's an absolute miracle!" he said through cracked lips as he was taken aboard the frigate.

Only later would Tony find out he'd spent four full days bobbing about in the hostile vastness of the Southern Ocean. And the world shared his amazement at his miraculous rescue.

The yacht had been sailing in fine weather for four days. In the still air the blue water of the Southern Ocean was as smooth as a millpond.

To Tony Bullimore, one of 10 participants in the gruelling Vendee Globe single-handed around-the-world race, it was a welcome relief from the storm that had raged earlier.

He used the opportunity to dry his clothes and tidy the equipment aboard his yacht Global Exide Challenger. Once again he could cook up one of his favourite meals – a delicious hot curry.

But although he took things easier than he'd been able to during the storm, he didn't relax completely. The waters he was in, south of latitude 50o S, had a reputation for sudden storms.

So when the wind suddenly came up late in the afternoon on Sunday January 5, Tony was ready.

Without a weather fax and with the satellite equipment broken during an earlier storm, he had to rely on an old salt's technique of "smelling" the weather.

And what he smelled wasn't good.

Within an hour the wind was howling at 60 knots and the yacht began to roll wildly in the huge swells. But still he wasn't worried.

“I got it going beautifully,” he said later. “Bare poles (no sails), lashed everything down, got everything tucked away down below and put every-thing in such a position I could be chucked from one side of the boat to the other without damage.”

But he was drinking a cup of tea when disaster struck.

“I was sitting there with my cup of tea and then—bang! The keel popped off.”

The boat immediately rolled, leaving Tony trapped in the cabin inside the upturned hull.

Things weren't too bad for him during the night. But in the early hours of the morning disaster struck again – one of the portholes was smashed and icy water poured through it. In seconds Tony was up to his shoulders in water.

His first priority was to make a hammock to lie in so he could keep himself out of the icy water. Feeling around in pitch darkness he found a piece of cargo netting. For the next few fateful days it would be his only haven.

“I had to find a spot as high as possible. The smashed porthole was acting like a vacuum. It sucked everything out of the boat. It was quite amusing,” he recalls. The swells sloshed the water around inside the boat and it was impossible to stay

dry. Even in his R5 000 survival suit, with its four layers of protective material, Tony was chilled to the bone.

Many times had had to brave the cold water and get out of his hammock, mainly to see to the life raft on the deck, now below the surface of the water.

“I was afraid that if it was adrift and anyone came across it they’d just look and say, ‘Ah, it’s all finished’ and any rescue would be abandoned.”

To ensure the life raft was lashed tightly, he had to dive into the water, swim through the entrance into the cockpit and onto the deck.

The whole exercise had to be done underwater and he had to do it in stages – as a lifelong smoker he could hold his breath for only a minute at a time.

“I went up there about a dozen times and each time I’d go back to my little bolthole to warm up for a few hours,” he says.

Tony told his story in fits and starts in the sickbay of the rescue ship.

His feet were swollen from excessive exposure and poor blood circulation. He’d lost the end of one little finger when a door slammed as the yacht rolled, and there were signs of frostbite on one hand.

Despite his condition he hadn't lost his sense of humour. To the amusement of the crew, his first request on being rescued was typically British – for a cup of tea.

“I've been in some situations in my life that I could tell you about.” Tony said as his rescuers listened attentively. “But this was the hardest. I've done more than 20 000 miles of ocean racing but I've never been through anything like this.”

He confessed there was a time shortly before the rescue when he thought it was over for him.

Then he recalled the experience of a friend who'd had a heart attack. “When he got over, it he opened his bed-room window and said, ‘God, it's like being born all over again’. That's how I feel now.”

TEXT 2

Rough sailing in SA for yacht race hero

“Miracle” sailor sparked apartheid row

Johannesburg – Yachtsman Tony Bullimore, who was plucked from icy seas in a dramatic sea rescue, has faced difficulty many times – including once in South Africa, when he was challenged to a duel to the death over his outspoken opposition to apartheid.

But the plucky, daredevil Briton has never been so close to meeting his maker. His yacht capsized in the Vendee Globe solo round-the world challenge and he spent four days floating inside the hull of his boat, waiting to be rescued.

Reports from the Australian naval vessel that rescued Bullimore indicate the intrepid sailor may lose two of his fingers and will face surgery as soon as he reaches port. One of his fingers was severed when his yacht capsized and another was severely damaged by frostbite.

Bullimore came to South Africa in the early 1960s after leaving Britain and conning his way on board a yacht headed south. He had no crew experience.

His gift of the gab often got him into hot water. After three years here, he left South Africa – where he ran a judo school – and returned to Britain because he claimed he was fed up with apartheid hypocrisy.

He hit the headlines when he was photographed throwing a Springbok badge into a dustbin as a symbolic gesture of his contempt for racism.

He claimed to have been awarded Springbok colours for judo, but inquiries showed Bullimore had never been awarded colours as he claimed, or represented the country at the Olympics.

In the article accompanying the picture, Bullimore was quoted as saying: “I have no respect for this badge that masquerades as a badge of honour from a country of racists”.

Journalists also revealed that Bullimore had actually retrieved the badge from the dustbin. His opposition to apartheid caused a local uproar and one Durban judo champion even challenged Bullimore to a duel to the death in defence of Springbok honour.

Durban businessman Glen Billson, a judo expert, threatened to teach the British upstart a lesson and challenged him to a “fight till the death”.

Bullimore’s anti-apartheid stance was well known. When he returned to Britain he started a disco which attracted mainly black customers. The club was known as the Bamboo Club and it was a landmark in Bristol.

Bullimore told people he had decided to leave South Africa because the people “didn’t like me getting friendly with blacks.”

Last week, his West Indian wife Lalel was seen on national television telling viewers that she had never given up hope of him being found alive.

It wasn’t the first time she had to worry about her husband. Twice before his yacht had been wrecked in bad seas.

He was once almost killed when his yacht hit rocks near the port of Brest. The wreckage of his boat washed around him while he clung on to the rocks.

In another incident, his yacht flipped and a crewmate was killed.

But his latest skirmish was definitely the worst. Bullimore had only a bar of chocolate and a cup or two of fresh water. He tried to inflate his rescue raft but was stuck in a submerged section and every effort to get to the raft saw him plunge metres below icy waters.

He was fast losing hope of being rescued and was preparing himself for death when he heard banging noises from outside. The Australian Navy came to his rescue.

The Navy was helped in its rescue by satellite location beacons fitted to all vessels that competed in the race. Skippers had been trained to activate the beacon when they ran into trouble.

In all three rescues in the Vendee race of Bullimore, and of Frenchmen Thiery Dubois and Raphael Dinelli – the emergency switches were activated.

Bullimore was the last of the three competitors rescued, but the most grateful.

“I’ve been in some bad situations before, but this

was the hardest. I think if I had words to describe it, it would be a miracle. An absolute miracle”.

Refer to text 2: Discussion

Tony Bullimore told people he had decided to leave South Africa

because the people “ _____ ” .

(Fill in the missing words).

What do you say?

READ the following reactions to Tony Bullimore's beliefs ...

I have an Indian friend. She has such interesting beliefs and the food she eats is cool ...!

Don't black people and people of other cultures feel like us too?

I never know how to react to people of other races. I'm always scared that I'll offend them in some way ...

Imagine if you were of another culture?

You're right! He is a good man. Black and white people can be friends. They don't have to fight each other. ...

Ag no, man! How can he make friends with black people!

Don't be a racist. People are the same. It doesn't matter what the colour of their skin is.

What do you say? Fill in the speech bubble! Discuss

these reactions. How should we react to other cultures?

[LO 1.6; 2.1.6; 3.8.1; 3.8.2; 5.1.4]

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;

1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;

1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone);

2.2 uses interaction strategies to communicate effectively in group situations:

2.3 uses appropriate body language and presentation skills:

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;

2.4.3 uses language carefully to express complex but

common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

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3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.6 predicts content or ending;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

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3.9 understands and responds appropriately to a range of information texts:

3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;

3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 distinguishes between advantages and disadvantages of something and explains why;

5.3 processes information:

5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;

5.3.3 organises information under different headings;

5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

5.3.6 evaluates and draws conclusions and can explain basis;

5.3.7 evaluates and draws conclusions and can explain basis;

5.4 uses language to think creatively:

5.4.4 experiments with visual and sound effects of language;

5.4.5 explores associations of words and concepts to get new angles on topics.

Communication

ENGLISH HOME LANGUAGE

Grade 5

THAT SINKING FEELING

Module 24

COMMUNICATION

LISTEN TO THIS!

Communication can be described as an exchange of

ideas and feelings, and also as the successful giving and receiving of information.

The choice of words and their arrangement in sentences is very important if one wants to convey the message correctly.

DISCUSSION

What frustrates you about giving or receiving a verbal message?

How many times are you misunderstood?

Do these misunderstandings cause ... confusion? ... chaos?

Maybe even anger between you and someone else?

Look at this interesting sentence:

“Hastily summoning an ambulance, the corpse was taken to the morgue.”

1. Who called for the ambulance __ the corpse?

2. How should this sentence have been written?

If you wish to communicate effectively and successfully, you will need to be clear in that which you say and write.

Exercise 1

How should the following sentences be written so that they communicate the intended meaning in each case?

1. This is a quiet, happy neighbourhood with dogs and children riding bicycles.
2. An umbrella was lost by a young lady with silver ribs.
3. The young man had his arm tattooed in the Army, but now that he is getting married he'd like it taken off.
4. The students observed the aeroplanes flying in formation through the window.
5. If the milk does not agree with the baby, boil it.

(All work on this page selected from an unknown source.)

Exercise 2

1. The salesgirl unpacked the stockings from their boxes and threw them in the bin.
2. All meat in this window is from local farmers killed on the premises. (Sign in a shop window).
3. For a delicious baked custard – in a bowl, mix 3 eggs, a quarter of a cup of sugar and warm milk. cook standing in boiling water.
4. Be sure to try Sanderson's Savoury Sausages. You'll never get better.

Exercise 3

Words that are confusing. Select the correct word from the brackets:

1. He is determined to (**precede/proceed**) with his coaching.
2. (**Whose/Who's**) taken my lunch?
3. Her writing was so untidy that it was almost (**eligible/illegible**).
4. (**Your/You're**) not leaving the country.
5. The (**personal/personnel**) manager was responsible for helping the staff.

Exercise 4

Correct the faults in the following sentences:

1. She performed **real good**.
2. Neither Mark **or** John are going to the cinema.
3. She couldn't find her brother **nowhere**.
4. **We must learn to behave himself**.
5. There are less people here today than **there was** yesterday.
6. **They** swam faster than him.

[LO 3.6; 4.4.1; 5.1.5]

Exercise 5

Rewrite each of these sentences, omitting unnecessary words.

1. In my opinion, I think you will win the race.
2. In his report, the pilot reported that the plane's radio was faulty.
3. The lifeboat was the necessary essential.
4. He hurried into the room in great haste.
5. I will repeat again the instructions I gave you yesterday.

[LO 5.1.1]

MAGIC MEMORIES

Exercise 1

Find the blocks in which there are words missing capital letters. Rewrite the words correctly:

wolraad	swim	false bay	britain
woltemade			
evidence	waratah	Tuesday	vessel
cape town	harbour	mystery	the argus
captain	wreck	steamship	adderley
smith			street

Exercise 2

Correct these sentences, filling in the capitals where they have been omitted:

1. the ship, *kakapo*, ran aground in chapmans bay at slangkop, on 26 may 1900.
2. the steamer was on her maiden voyage from england and was heading to cape town.
3. a representative of the cape times heard that the tug, t.e. fuller, was dispatched to the rescue on the Saturday.
4. I attempted to speak to captain scott but he would not reply.
5. this piece of coast between hout bay point and kommetjie point is dangerous.
6. all efforts to tow the *kakapo* back into the sea were abandoned.

Exercise 3

Punctuate the following sentences:

1. what did you say susan
2. I could not hear you because peter was playing his phillips hi-fi full-blast could you repeat yourself please
3. one two three ... jump
4. our meal consisted of a hard biscuit a shrivelled up orange a half a mug of water and a piece of dry fish
5. captain smith a skinny man of the *lily rose* panicked when he saw the lights of the *canada*

a freight ship bearing down on him out of the dark

6. was the man shaking or was the cabin vibrating

7. help

Exercise 4

1. where have you been phillip

2. peter and i visited the waterfront oceanarium on tuesday and we were lucky enough to see a sunfish two sharks a dolphin a baby whale and several eels.

3. gosh that must have been exciting

4. yes it was very interesting

5. have you ever visited the port elizabeth dolphinarium phillip

6. dolly the dolphin does the most incredible tricks for the audience and she is helped by admiral fishsticks a sweet little seal

7. dolly and admiral fishsticks are fed shredded crab snoek tuna and octopus twice daily

[LO 4.4.3; 6.2.6]

DEGREES OF COMPARISON: ADJECTIVES

Peter runs **fast**. Pietie runs **faster**. Pedro runs the **fastest**.

Adjectives normally take **-er** and **-est** to form the comparative and superlative degrees of comparison. This is not always the case.

Adjectives which do not follow the rules:

good better best

little less least

much / many more most

bad worse worst

Exercise 1

What is the correct form of the adjective in each of these sentences? Rewrite the full sentences correctly.

1. That was the (**long**) trip I have ever taken.
2. John is (**tall**) than his brother, but (**short**) than his friends.
3. It is the (**cold**) month, but the (**hot**) day of the year.
4. June is the (**clever**), but also the (**friendly**) girl in the class.
5. Tom made the (**little**) mistakes in the test and won the prize.
6. Their behaviour is the (**bad**) I've ever seen.
7. Their team beat us because they are the (**good**).
8. Yes, indeed, my joke is (**funny**) than yours.
9. Your dad is (**fat**) than mine, but your mom is the (**thin**) in the neighbourhood.
10. Anne is the (**pretty**) girl in the whole school.

Exercise 2

Some adjectives need help – from the words *more* and *most*. Complete the following table, copying the first words and adding the two missing words next to each of them.

1. interesting	more interesting	most interesting
1. painful		
1. beautiful		
1. difficult		
1. terrifying		

Exercise 3

Use *more* or *most* to complete the following. Rewrite in full:

1. He is _ sensible than Alice, but _ unreliable.
2. It was the _ expensive gift I had ever received.
3. He is the _ unpleasant child I know, while you are the _ selfish.
4. The pattern cutter is _ skilful than her colleague

Exercise 4

Form adjectives from these nouns:

1. cat
2. noise
3. wool
4. silence
5. fire
6. flame
7. salt
8. class

ADVERBS!

Adverbs always tell you more about the verbs (action words). They can give more information about **how** (manner) **when** (time) and **where** (place).

Yesterday Peter ate the chocolate **greedily**.

(**Yesterday** tells us **when** he **ate** the chocolate; **greedily** tells us **how** he **ate** the chocolate).

He **ate** it **here**.

Here tells us **where** he **ate** the chocolate.

Exercise 1

Form adverbs (manner) by adding **-ly** to the following adjectives. Some of the spellings might change.

1. pleasant						
1. helpful						
1. useful						
1. careless						
1. helpful						
1. friendly						
1. friendly						
1. lazy						

(Orally) Make sentences with at least 5 of the above-listed words.

Exercise 2

Complete each of the following sentences by filling each blank space with an adverb of the type mentioned in brackets: (T); (P); (M):

1. (T) _ we did not leave (P) _ until after lunch.
2. Stop what you are doing and come here (T) _ .
3. (P) _ is where our house once stood.
4. The brave dog held on (M) _ to the man's trousers.
5. The model dressed (M) _ for the show.

[LO 4.4.2]

Assessment

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.2 develops and organises ideas through a writing process:

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4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;

4.2.6 proofreads and corrects final version;

4.2.7 submits final draft and reflects on assessment of the piece;

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level;

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 distinguishes between advantages and

disadvantages of something and explains why;

5.3 processes information:

5.3.1 collects and categorises relevant ideas and explains the reasons underlying the categorisation;

5.3.3 organises information under different headings;

5.3.5 organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

5.3.6 evaluates and draws conclusions and can explain basis;

5.3.7 evaluates and draws conclusions and can explain basis;

5.4 uses language to think creatively:

5.4.4 experiments with visual and sound effects of language;

5.4.5 explores associations of words and concepts to get new angles on topics.

Memorandum

Degrees of Comparison

Exercise 1

1. longest
2. taller ; shorter
3. coldest ; hottest
4. cleverest ; friendliest
5. least
6. worst
7. best
8. funnier
9. fatter ; thinnest
10. prettiest

Exercise 2

Self explanatory

Exercise 4

1. cat-like ; cattish
2. noisy
3. woolen ; woolly
4. silent
5. fiery
6. flaming
7. salty
8. classy

Adverbs

Exercise 1

1. quietly
2. pleasantly
3. easily
4. helpfully
5. carefully
6. politely
7. cleverly
8. ferociously
9. happily
10. timidly
11. forcefully
12. miserably
13. lazily
14. sadly

Taboo language and slang

ENGLISH HOME LANGUAGE

Grade 5

THAT SINKING FEELING

Module 25

TABOO LANGUAGE AND SLANG

TABOO LANGUAGE

(Socially unacceptable language)

This is the use of expletives / use of “filthy” language.

How would you explain the meaning of “filthy” language to someone who did not understand the term?

In all societies there are certain words which are considered **taboo**. Taboo is a Tongan word which means “acts that are **forbidden** or to **be avoided**, or reference to these acts.” Some words are taboo because they refer to religious customs.

In our culture, **taboowords** or **socially unacceptable language** can be defined as:

1. using the Lord’s name in vain;
2. calling people by the names of private body parts;
3. referring to body parts in a crude fashion;
4. talking ‘dirty’
5. (can you add to this list?)

1. Who would use this type of language?
2. When would this type of language be used?
3. Why would people speak this way?
4. Where/In which situations would this type of language be used?

[LO 1.7; 2.4.4; 6.5]

SLANGUAGE

(Slang language)

Almost everyone uses slang on some occasions. Slang can be defined as “one of those things that everybody can recognize and nobody can define.” The use of slang introduces many new words into the language by combining old words into new meanings, or an entirely new word. Words are ‘slang’ when they have not gained total acceptability.

An introduction to language by V Fromkin and R Rodman

1. Do you know what the following words mean, or how they would be used?

to be spaced out	to barf	grass / pot	to ‘split’
have a hang-up	to be pooped	something is cool	the fuzz

1. Slang words, after a while, can be accepted as ‘regular’ words. The following are now accepted into normal language (what do they mean?):

--	--	--

TV		
hot dog		
belly button		
once in a blue moon		

1. You have been asked to help compile items for a new dictionary of slang. List five slang words that you know, and provide a short definition for each word:

(a) – (e)

[LO 1.3; 2.4.1; 6.5]

Spelling and Vocabulary

SHIP-WORDS!

- Use more than one dictionary to find these answers:
- What do we call any large sea-going vessel?
(sh_)
- **Ship-fever** is also known as _
- **Ship's biscuit** can be described as a _ biscuit.
- If you belonged to the **ship's company**, you would be a member of the _
- Somebody who constructs ships, is known as a sh_
- If you were the **shipmaster**, you would be the _ of the ship.

- If your room is neat, trim and tidy, it would be sh _
- Another word for **shipment**, is _
- The place where ships are built and repaired, is a sh _
- The slope on which a ship is built and from which it is launched, is called the sh _

CHALLENGE!

What animal is known as “**the ship of the desert**”?

What does it mean when someone says “**my ship came in / home**”?

What is a “**shipboard romance**”?

WORDS ENDING IN -SHIP

1. closeness, rapport, the relationship between friends f _
2. suffering, misery, distress, unhappiness, bad luck h _
3. wooing, liking, loving, flattering and treating someone you want to marry c _

[LO 3.11]

The really big love boat story

(by Fiona Chisholm – About the movie – TITANIC)

Read this extract taken from Arts and Entertainment, Cape Times, Friday, 19 December 1997. Some words in the extract have been left out and replaced with a number; other words have been printed in bold and underlined.

TITANTIC. With Leonardo DiCaprio, Kate Winslet, Billy Zane, Kathy Bates and Gloria Stuart. Directed by James Cameron.

This Titanic takes a long time to ...(a)... . In fact, the three-hour movie lasts an hour longer than the **real-life tragedy**, which occurred when the “unsinkable” ship split in half on her **maiden voyage** of April 15, 1912 and sent 1500 souls to their deaths in the icy North Atlantic.

Not that director James Cameron’s epic is an actuality account. It is about a romance between two young people, Rose deWitt Bukater (Kate Winslett) and Jack Dawson (Leonardo DiCaprio) from different social backgrounds, who fall in love **on board** the Titanic and who share the **drama** of the ship’s **collision** with an iceberg and the resultant **confusion**, **chaos** and tragedy.

The story of their brief, forbidden, love affair unfolds as a flashback told by a wrinkled old lady of 102 (played by 87-year-old Gloria Stuart) who was that once-beautiful Rose.

She tells her tale to a pair of brash **treasure** hunters

involved in a **salvage operation** to cream any **bounty** they can still find from the watery innards of the two giant pieces of the ship which, in 1985, were found 4000 m below the surface.

What interest them particularly is her knowledge of a fabulous diamond necklace which they expected to find in the ...(b)... of on the first class ...(c)..., but which was missing when they finally succeeded in bringing that safe to the ...(d)... .

... The old lady and her love affair which saved her from remaining a pampered girl in a gilded cage, engaged to a spoilt rich brat Cal Hockley (Billy Zane), is sensitively told.

And the convincing acting partnership developing between Winslet as the feisty Rose in first-class and DiCaprio, as the free-spirited and daring Jack in ... (e)..., makes the improbable story work. Cameron has overplayed the strict social class system and the **luxury** on board the Titanic but underplayed the historically-known **bunglings** which contributed to the **loss of life**. He does make it clear that there were far too few lifeboats (more would have cluttered up the decks) but, almost as a throwaway line, lets it be known that there were no **binoculars** on the **bridge**.

The **special effects** are, however, excellent. Not so much the extended scenes of the water rushing into

the **cabins**, ...(f)..., passageways and smashing all before it, scenes which have been done before, but in the images of this huge ship gradually sinking lower and lower into the water before splitting in two.

In its final death throes, the Titanic's ...(g)... lifted 80 m out of the water and stood almost vertical to the ocean's surface like the tail of a giant whale, before it crashed into the sea. Being an extra in the show must have been tough. Specially in those frenzied moments when people fought for a place on board the lifeboats ; or fell into the water from a dizzy height ' or **floated** in their **life jackets** as **corpses** snow white with cold. These sequences were filmed in an enormous tank and they feel like the real thing. Other telling moments are in the fiercely-hot **engine rooms**, where blackened men like galley slaves shovelled coal into furnaces to drive the ship to even greater speeds, for the satisfaction of their master dining in style in the first class.

The tragedy of the Titanic will always move and sadden.

(Adapted slightly from the article)

1. Each one of the following answers begins with an –s. Clues are given to help you.

1. 1. down; go lower; disappear; drop to the

- bottom of the sea
2. a strong lockable cabinet for valuables
 3. a set of rooms in a hotel, or on board the ship
 4. the top of; the skin; the boundary
 5. the part of the ship allotted to passengers travelling at the cheapest rate (st_e)
 6. a large room or hall; a public room on a ship (sa_n)
 7. the rear part of the ship or boat

2. What would you use the following items for?

1. lifeboats

3. binoculars
4. a cabin
5. a life jacket
6. Explain in your own words – what each of the following mean. (Verbal exercise).

real life tragedy	maiden voyage	on board
chaos	treasure hunter	salvage operation
bunglins	loss of life	special effects

[LO 2.4.2; 3.11]

1. Match the word to the correct meaning. Use a ruler and rule a connecting line.

1. drama	a reward; gratuity; prize; treasure
1. collision	the superstructure on a ship from which the Captain and his officers direct the operations
1. confusion	smash/crash; violent impact of a moving body with another
1. bounty	a dead, usually human, body
1. luxury	disorder; disarray; chaos; pandemonium; shambles
1. decks	section in a ship housing the machinery/engine
1. bridge(ship)	an exciting or emotional set of events or circumstances
1. float	great comfort; grandeur; extravagance; richness; lavish
1. corpse	a platform/floor in a ship covering all or part of the hull's area

1. engine room	bob; coast; drift; waft
----------------	-------------------------

[LO 3.11; 4.4.1]

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;

1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;

1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone);

2.2 uses interaction strategies to communicate effectively in group situations:

2.3 uses appropriate body language and presentation skills:

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.6 predicts content or ending;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.3 describes and analyses emotional response to texts;

3.9 understands and responds appropriately to a range of information texts:

3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;

3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 4

WRITING

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4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level;

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.

6.3 works with texts:

6.3.3 shifts from one tense to another consistently and appropriately;

6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

Memorandum

Slanguage

‘spaced out’ - not totally conscious / unable to pay attention

‘hang-up’ - to have a problem

barf - to throw up or vomit

pooped - exhausted or tired

grass / pot - dagga

cool - if something is ‘cool’, it is accepted or the ‘in’ thing

to ‘split’ - to leave quickly

fuzz - the police

Ship-words

1. ship
2. scurvy
3. dry biscuit
4. crew
5. shipwright / shipbuilder
6. shipshape
7. shipyard
8. slipway

1. friendship

2. hardship

3. courtship

The Really Big Love Boat Story

1.

(a) sink

(b) safe

(c) suite

(d) surface

(e) stowage

(f) saloon

(g) keel

2.

(a) to row to safety in the case of a shipwreck

(b) to view far-away things or places from closer

(c) to sleep in

(d) to allow one to float in the water

4. The words have been rearranged so as to fit the meanings :

(a) bounty

(b) bridge

(c) collision

(d) corpse

(e) confusion

(f) engine room

(g) drama

(h) luxury

(i) decks

(j) float

Taboo language and slang

ENGLISH HOME LANGUAGE

Grade 5

THAT SINKING FEELING

Module 25

TABOO LANGUAGE AND SLANG

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And the convincing acting partnership developing between Winslet as the feisty Rose in first-class and DiCaprio, as the free-spirited and daring Jack in ... (e)..., makes the improbable story work. Cameron has overplayed the strict social class system and the **luxury** on board the Titanic but underplayed the historically-known **bunglings** which contributed to the **loss of life**. He does make it clear that there were far too few lifeboats (more would have cluttered up the decks) but, almost as a throwaway line, lets it be known that there were no **binoculars** on the **bridge**.

The **special effects** are, however, excellent. Not so much the extended scenes of the water rushing into

the **cabins**, ...(f)..., passageways and smashing all before it, scenes which have been done before, but in the images of this huge ship gradually sinking lower and lower into the water before splitting in two.

In its final death throes, the Titanic's ...(g)... lifted 80 m out of the water and stood almost vertical to the ocean's surface like the tail of a giant whale, before it crashed into the sea. Being an extra in the show must have been tough. Specially in those frenzied moments when people fought for a place on board the lifeboats ; or fell into the water from a dizzy height ' or **floated** in their **life jackets** as **corpses** snow white with cold. These sequences were filmed in an enormous tank and they feel like the real thing. Other telling moments are in the fiercely-hot **engine rooms**, where blackened men like galley slaves shovelled coal into furnaces to drive the ship to even greater speeds, for the satisfaction of their master dining in style in the first class.

The tragedy of the Titanic will always move and sadden.

(Adapted slightly from the article)

1. Each one of the following answers begins with an –s. Clues are given to help you.

1. 1. down; go lower; disappear; drop to the

bottom of the sea

2. a strong lockable cabinet for valuables
3. a set of rooms in a hotel, or on board the ship
4. the top of; the skin; the boundary
5. the part of the ship allotted to passengers travelling at the cheapest rate (st_e)
6. a large room or hall; a public room on a ship (sa_n)
7. the rear part of the ship or boat

2. What would you use the following items for?

1. lifeboats

3. binoculars

4. a cabin

5. a life jacket

6. Explain in your own words – what each of the following mean. (Verbal exercise).

real life tragedy	maiden voyage	on board
chaos	treasure hunter	salvage operation
bunglins	loss of life	special effects

[LO 2.4.2; 3.11]

1. Match the word to the correct meaning. Use a ruler and rule a connecting line.

1. drama	a reward; gratuity; prize; treasure
1. collision	the superstructure on a ship from which the Captain and his officers direct the operations
1. confusion	smash/crash; violent impact of a moving body with another
1. bounty	a dead, usually human, body
1. luxury	disorder; disarray; chaos; pandemonium; shambles
1. decks	section in a ship housing the machinery/engine
1. bridge(ship)	an exciting or emotional set of events or circumstances
1. float	great comfort; grandeur; extravagance; richness; lavish
1. corpse	a platform/floor in a ship covering all or part of the hull's area

1. engine room	bob; coast; drift; waft
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[LO 3.11; 4.4.1]

Assessment

LO 1

LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.3 identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences;

1.6 listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions;

1.7 discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. “Is the moral of the story true for all circumstances? What circumstances are not covered in this story?”).

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:

2.1.1 uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone);

2.2 uses interaction strategies to communicate effectively in group situations:

2.3 uses appropriate body language and presentation skills:

2.4 uses appropriate language for different purposes and audiences:

2.4.1 uses language with the appropriate register in less familiar situations;

2.4.2 uses grammatical structures and idioms that are appropriate for the purpose;

2.4.3 uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration.

2.4.4 identifies and challenges discriminatory use of language.

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books);

3.1.1 reads independently, selecting appropriate reading and comprehension strategies for the purpose;

3.1.2 skims to get the general idea;

3.1.3 scans for specific details;

3.1.5 uses previous knowledge or textual clues to determine meaning and make inferences;

3.1.6 predicts content or ending;

3.1.8 reads aloud clearly, adjusting speed according to purpose and audience;

3.3 describes and analyses emotional response to texts;

3.9 understands and responds appropriately to a range of information texts:

3.9.2 reads and carries out fairly complex instructions, and follows directions with minimum assistance;

3.10 interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph);

3.11 selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audiences:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);

4.1.3 writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

4.2 develops and organises ideas through a writing process:

4.2.1 explores and analyses a topic and brainstorms ideas using mind maps, flow charts, and lists;

4.2.2 develops the topic by consulting relevant sources, selecting relevant information and organising ideas;

4.2.3 produces a first draft with central idea and well-developed supporting paragraphs;

4.2.4 uses simple, compound and complex sentences with awareness of the specific purpose and audience;

4.2.5 revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and / or teacher;

4.2.6 proofreads and corrects final version;

4.2.7 submits final draft and reflects on assessment of the piece;

4.4 applies knowledge of language at various levels:

4.4.1 word level;

4.4.2 sentence level;

4.4.3 paragraph level;

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.3 records words in a personal dictionary;

6.1.4 uses phonics and spelling rules to spell words correctly;

6.2 works with sentences:

6.2.3 identifies and uses nouns, pronouns, prepositions, articles and conjunctions.

6.3 works with texts:

6.3.3 shifts from one tense to another consistently and appropriately;

6.6 uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

Memorandum

Slanguage

‘spaced out’ - not totally conscious / unable to pay attention

‘hang-up’ - to have a problem

barf - to throw up or vomit

pooped - exhausted or tired

grass / pot - dagga

cool - if something is ‘cool’, it is accepted or the ‘in’ thing

to ‘split’ - to leave quickly

fuzz - the police

Ship-words

1. ship
2. scurvy
3. dry biscuit
4. crew
5. shipwright / shipbuilder
6. shipshape
7. shipyard
8. slipway

1. friendship

2. hardship

3. courtship

The Really Big Love Boat Story

1.

(a) sink

(b) safe

(c) suite

(d) surface

(e) stowage

(f) saloon

(g) keel

2.

(a) to row to safety in the case of a shipwreck

(b) to view far-away things or places from closer

(c) to sleep in

(d) to allow one to float in the water

4. The words have been rearranged so as to fit the meanings :

(a) bounty

(b) bridge

(c) collision

(d) corpse

(e) confusion

(f) engine room

(g) drama

(h) luxury

(i) decks

(j) float